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ABSTRACT

Volume 2 of the nine volume report on instructional material and media needs of special education teachers and students presents an introduction and users' guide to the series as well as the specific findings of the study on the instructional material and media needs of those teachers and students in the areas of the visually and hearing impaired. The introduction outlines the format of the questionnaires (six versions were distributed according to handicap categories), the purposes and uses of the data, and the distribution plan in each of the participating states. The users' guide details the organization of the report. A demographic description of teacher respondents is given for both teachers of the visually impaired and teachers of the hearing impaired. A statistical analysis of the media and materials needs of both groups of teachers is provided at both the cluster and area curriculum levels. Demographic characteristics and needs of public and nonpublic/institutional school teachers are differentiated. Student characteristics for both groups are analyzed and media and material needs for student subgroups are classified by chronological age levels and ability levels. The top three priorities of teachers of the visually impaired for material development at the cluster level were in the social development, language, and perceptual/motor curriculum domains. The top three priorities of teachers of the hearing impaired for material development at the cluster curriculum level were in reading, social development, and cognitive development. (PHR/DB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NATIONAL NEEDS ASSESSMENT OF EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED*

SPRING 1978

STATISTICAL REPORT

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NNA NATIONAL REPORT
VOLUME 1

INTRODUCTION

USERS' GUIDE

SECTION I:
MEDIA AND MATERIALS PRIORITY NEEDS

1. BLIND/VIS. IMPAIRED
2. DEAF/HARD OF HEARING

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NATIONAL NEEDS ASSESSMENT

OF EDUCATIONAL

MEDIA AND MATERIALS FOR THE HANDICAPPED

SPRING 1978

STATISTICAL REPORT

TABLE OF CONTENTS

VOLUME 1	INTRODUCTION TO NNA REPORT	
	USERS' GUIDE TO NNA ANALYSIS	
	SECTION I	RESPONDENT POPULATIONS 1, 2
VOLUME 2	SECTION I	RESPONDENT POPULATION 3
VOLUME 3	SECTION I	RESPONDENT POPULATIONS 4, 5
VOLUME 4	SECTION I	RESPONDENT POPULATIONS 6, 7, 8
VOLUME 5	SECTION II	ALL RESPONDENT POPULATIONS
VOLUME 6	SECTION III	ALL RESPONDENT POPULATIONS
VOLUME 7	SECTION IV	ALL RESPONDENT POPULATIONS
VOLUME 8	SECTION V	ALL RESPONDENT POPULATIONS

INTRODUCTION

THE NATIONAL NEEDS ASSESSMENT (NNA) IS AN ATTEMPT TO DOCUMENT, ON A NATIONAL BASIS, THE EDUCATIONAL NEEDS OF HANDICAPPED STUDENTS. INITIATED AND FUNDED BY THE BUREAU OF EDUCATION FOR THE HANDICAPPED AND CONTRACTED TO THE BERKELEY, CALIFORNIA OFFICE OF EDUCATIONAL TESTING SERVICE (ETS), THE NNA IS A MULTITARGETED STUDY, DESIGNED TO SERVE A NUMBER OF AUDIENCES AND PURPOSES. USING A SET OF SPECIALLY PREPARED SURVEY INSTRUMENTS COMPLETED BY MORE THAN 30,000 SPECIAL EDUCATORS ACROSS THE NATION, THE NNA YIELDS DATA CONCERNING:

I. MEDIA AND MATERIALS PRIORITY NEEDS
II. GENERAL ITEMS ABOUT SPECIAL EDUCATION MEDIA AND MATERIALS
III. TRAINING IN THE USE OF SPECIAL EDUCATION MEDIA AND MATERIALS
IV. DISTRIBUTION OF SPECIAL EDUCATION MEDIA AND MATERIALS
V. INFORMATION ABOUT SPECIAL EDUCATION MEDIA AND MATERIALS

FOR EACH OF THESE FIVE CONTENT DOMAINS, DATA WERE COLLECTED AND ANALYZED BY HANDICAPPING CONDITION AND WERE AGGREGATED AT BOTH STATE AND NATIONAL LEVELS. STATE LEVEL PARTICIPATION FOR PUBLIC SCHOOL SYSTEMS IN THIS STUDY WAS GENERALLY AT THE OPTION OF THE CHIEF STATE SCHOOL OFFICER. A LIST OF PARTICIPATING AND NON-PARTICIPATING STATES APPEARS BELOW.

PARTICIPATING STATES (33)

ALASKA
ARIZONA
ARKANSAS
CALIFORNIA (CSF/CEC CONVENTION)
COLORADO
DELAWARE
HAWAII
IDAHO
INDIANA
KANSAS
LOUISIANA
MARYLAND (AT COUNTY OPTION)
MICHIGAN
MINNESOTA
MISSISSIPPI
MISSOURI
NEBRASKA
NEW JERSEY
NEW MEXICO
NORTH DAKOTA
OHIO
OKLAHOMA
OREGON
PENNSYLVANIA
PUERTO RICO
SOUTH DAKOTA
TENNESSEE
TEXAS
UTAH
VERMONT
VIRGIN ISLANDS
WASHINGTON
WEST VIRGINIA

NON-PARTICIPATING STATES (20)

ALABAMA
CONNECTICUT
DISTRICT OF COLUMBIA
FLORIDA
GEORGIA
ILLINOIS
IOWA
KENTUCKY
MAINE
MASSACHUSETTS
MONTANA
NEVADA
NEW HAMPSHIRE
NEW YORK
NORTH CAROLINA
RHODE ISLAND
SOUTH CAROLINA
VIRGINIA
WISCONSIN
WYOMING

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS IN ALL STATES PARTICIPATED AT THEIR OWN OPTION.

INTRODUCTION

DESCRIPTION OF THE QUESTIONNAIRES

THERE WERE SIX BASIC VERSIONS OF THE QUESTIONNAIRE FOR TEACHERS, DIFFERING BY THE FOLLOWING HANDICAP CATEGORIES:

1. BLIND AND VISUALLY IMPAIRED
2. DEAF AND HARD OF HEARING
3. SPECIFIC LEARNING DISABLED, MILDLY (EDUCABLE) MENTALLY RETARDED, EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED
4. SPEECH AND LANGUAGE IMPAIRED
5. PHYSICALLY/ORTHOPEDICALLY HANDICAPPED
6. MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

THERE WAS ONE BASIC VERSION OF THE QUESTIONNAIRE, WHICH COVERED ALL HANDICAP AREAS, FOR SPECIAL EDUCATION SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, AND INSERVICE TRAINING SPECIALISTS.

THE QUESTIONNAIRE CONSISTED OF A TWELVE-PAGE BOOKLET WITH A FOLD-IN SHEET. ITS ORGANIZATION IS DESCRIBED BELOW.

PAGES 1-3: INTRODUCTORY

A COVER LETTER TO THE RESPONDENT URGING COOPERATION IN THE STUDY APPEARED ON PAGE 1. PAGE 2 CARRIED A SET OF FOUR QUESTIONS AND ANSWERS WHICH RESPONDENTS MIGHT WISH TO KNOW BEFORE FILLING OUT THE QUESTIONNAIRE. PAGE 3 CONTAINED DIRECTIONS AND A GENERAL EXPLANATION OF THE LAYOUT OF THE QUESTIONNAIRE. THESE PAGES WERE IDENTICAL FOR ALL TEACHER AND SUPERVISOR FORMS.

PAGES 4-5: MEDIA AND MATERIALS PRIORITY NEEDS

THIS SECTION CONSISTED OF TWO PAGES, ACCOMPANIED BY A FOLD-IN SHEET WHICH PROVIDED DIRECTIONS AND CODE LISTS FOR RESPONSE TO THESE PAGES. THE RESPONDENT WAS ASKED TO INDICATE HIS THREE HIGHEST PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT BY CURRICULUM AREA AND CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND PROBLEM OR HANDICAP AREA OF STUDENT. HE THEN RESPONDED TO QUESTIONS LINKED TO THESE PRIORITIES (E.G., PREFERRED FORMAT, INADEQUACIES IN CURRENTLY AVAILABLE MATERIALS).

THIS SECTION, AND THE FOLD-IN SHEET, WERE HANDICAP-SPECIFIC; THUS, FOR TEACHERS, THERE WERE SIX VERSIONS AND, FOR SUPERVISORS, ONE VERSION.

PAGE 6: GENERAL ITEMS ABOUT MEDIA AND MATERIALS

THIS PAGE CONSISTED OF A SET OF QUESTIONS ABOUT MEDIA AND MATERIALS WHICH WERE NOT STRICTLY RELATED TO THE THREE AREAS OF PRIORITIZATION. SOME OF THESE QUESTIONS WERE ALSO HANDICAP-SPECIFIC, AND THUS THERE WERE SIX VERSIONS OF THIS PAGE FOR TEACHERS AND ONE FOR SUPERVISORS.

PAGES 7-9: QUESTIONS ON ONE OF THE FOLLOWING:

1. TRAINING IN THE USE OF MEDIA AND MATERIALS
2. DISTRIBUTION OF MEDIA AND MATERIALS
3. INFORMATION ABOUT MEDIA AND MATERIALS

THIS PORTION OF THE QUESTIONNAIRE WAS NOT HANDICAP-SPECIFIC; I.E., THERE WAS ONLY ONE VERSION OF EACH OF THE ABOVE THREE SECTIONS FOR THE TEACHER POPULATION. NO TEACHER, HOWEVER, RESPONDED TO MORE THAN ONE OF THE THREE SECTIONS. INSTEAD, EACH OF THE SIX HANDICAP-SPECIFIC TEACHER POPULATIONS WAS RANDOMLY DIVIDED, WITHIN STATES, INTO THREE EQUAL GROUPS, EACH RECEIVING ONE OF THE SECTIONS. THUS, ONE-THIRD OF THE TOTAL TEACHER POPULATION, WITH PROPORTIONAL REPRESENTATION OF THE HANDICAP AREAS, RECEIVED THE TRAINING SECTION ON THESE PAGES; ONE-THIRD, THE DISTRIBUTION SECTION; AND ONE-THIRD, THE INFORMATION SECTION.

THERE WERE THREE ANALOGOUS SECTIONS FOR THE SUPERVISOR FORM, DIFFERING FROM THOSE FOR TEACHERS, BUT THE SAME FOR ALL SUPERVISORS. SIMILARLY, THE SAMPLING PLAN FOR SUPERVISORS PARALLELED THAT FOR TEACHERS; A RANDOM THIRD OF ALL SUPERVISORS, WITHIN STATES, RECEIVED ONE OR ANOTHER OF THESE THREE SECTIONS.

PAGE 11: DEMOGRAPHIC ITEMS

THIS PAGE WAS THE SAME FOR ALL HANDICAP AREAS FOR THE TEACHER POPULATION. A DIFFERENT VERSION WAS USED FOR THE SUPERVISOR FORM.

PAGE 12: BLANK; FOR ETS USE ONLY

7 THERE WERE THUS A TOTAL OF EIGHTEEN FORMS OF THE TEACHER QUESTIONNAIRE (6 HANDICAP CATEGORIES, 3 SUBFORMS EACH, DIFFERING ONLY ON PAGES 7-9). THERE WERE ALSO THREE SUBFORMS FOR THE SUPERVISORS' QUESTIONNAIRE--THE ONE BASIC VERSION, WITH EITHER TRAINING OR DISTRIBUTION OR INFORMATION ON PAGES 7-9.

INTRODUCTION

PURPOSES AND USES OF NNA DATA

THE PURPOSES TO WHICH THE NATIONAL NEEDS ASSESSMENT (NNA) DATA ARE APPLIED WILL VARY, DEPENDING UPON THE USER. NNA RESULTS MAY BE REGARDED AS A GENERAL DECISION-MAKING BASE, YIELDING THE FOLLOWING KINDS OF INFORMATION.

MEDIA AND MATERIALS PRIORITY NEEDS

1. ASSIGNMENT OF PRIORITIES FOR MEDIA/MATERIALS DEVELOPMENT TO CURRICULUM AREAS, HANDICAP CONDITIONS, AND AGE CATEGORIES
2. CURRENTLY USED AND PREFERRED FORMATS FOR MATERIALS DEVELOPMENT
3. MAJOR REASONS WHY MATERIALS DEVELOPMENT IS NEEDED
4. CRITERIA FOR DEVELOPMENT OF MATERIALS IN ACCORDANCE WITH TEACHER-PERCEIVED INADEQUACIES IN EXISTING MATERIALS

GENERAL ITEMS ABOUT SPECIAL EDUCATION MEDIA AND MATERIALS

1. AVAILABILITY OF AND PREFERENCE FOR INSTRUCTIONAL EQUIPMENT AND HARDWARE
2. FACTORS INFLUENCING TEACHERS' CHOICE OF INSTRUCTIONAL MATERIALS
3. TEACHERS' REPORTED NEEDS TO ACCOMPLISH THEIR INSTRUCTIONAL OBJECTIVES
4. EXTENT TO WHICH TEACHERS MAKE OR MODIFY THEIR OWN MATERIALS
5. AVAILABILITY OF MATERIALS TO PARENTS FOR HOME USE WITH THE HANDICAPPED CHILD

TRAINING IN THE USE OF SPECIAL EDUCATION MEDIA AND MATERIALS

1. SOURCES OF INFORMATION ABOUT TRAINING OPPORTUNITIES
2. MAJOR OBSTACLES TO ACQUIRING FURTHER TRAINING, AS PERCEIVED BY BOTH TEACHERS AND SUPERVISORS
3. PROCEDURES FOR TEACHERS TO MAKE THEIR TRAINING NEEDS KNOWN TO ADMINISTRATIVE PERSONNEL
4. ROLE AND VALUE OF PACKAGED TRAINING KITS AND OTHER RESOURCES FOR TEACHERS' TRAINING NEEDS
5. DIFFERENCES BETWEEN PRESERVICE AND INSERVICE PROGRAMS AS A SOURCE OF TRAINING
6. THE RELATIVE VALUE OF LOCAL VS STATE VS NATIONAL TRAINING SOURCES FOR DIFFERENT TRAINING PURPOSES
7. TEACHING SKILLS JUDGED BY TEACHERS TO BE MOST IMPORTANT TO THEIR JOBS, AND THEIR LEVEL OF COMPETENCY IN THESE SKILLS
8. TEACHING SKILLS FOR WHICH TRAINING IS MOST NEEDED BY SPECIAL EDUCATION TEACHERS AND SUPERVISORS

DISTRIBUTION OF SPECIAL EDUCATION MEDIA AND MATERIALS

1. THE TYPES OF MEDIA AND MATERIALS COLLECTIONS ACCESSIBLE TO TEACHERS, THE DEGREE OF DIFFICULTY IN ACCESSING THE SYSTEM, AND VARIOUS PROCEDURAL ELEMENTS (LAGTIME, DELIVERY METHOD, FREQUENCY OF USE, ETC.)
2. THE TYPES OF MEDIA AND MATERIALS TYPICALLY BORROWED AND THE PRIMARY BORROWING SOURCE
3. TEACHERS' LEVEL OF DEPENDENCY UPON AND MAJOR REASONS FOR BORROWING INSTRUCTIONAL MEDIA AND MATERIALS
4. THE ADEQUACY OF VARIOUS SOURCES (SCHOOL, DISTRICT, REGIONAL, STATE, ETC.) OF MEDIA AND MATERIALS COLLECTIONS
5. AVAILABILITY AND USE OF FACILITIES AT VARIOUS SOURCES (SCHOOL, DISTRICT, REGIONAL, STATE, ETC.) FOR ACTIVITES OTHER THAN BORROWING (E.G., DEMONSTRATIONS, INSERVICE TRAINING, BROWSING, ETC.)
6. PREFERRED ORGANIZATION OF CHILD-USE MEDIA AND MATERIALS COLLECTIONS
7. THE FEE STRUCTURE (BOTH CURRENT AND PREFERRED) FOR USE OF MEDIA AND MATERIALS COLLECTIONS AT VARIOUS SOURCES

INFORMATION ABOUT SPECIAL EDUCATION MEDIA AND MATERIALS

1. THE TYPE AND AVAILABILITY OF INFORMATION MOST FREQUENTLY REQUESTED BY TEACHERS
2. TEACHERS' REASONS FOR REQUESTING INFORMATION
3. THE QUALITY, USE, AND ACCESSIBILITY OF INFORMATION IN RELATION TO ITS SOURCE (E.G., PROFESSIONAL JOURNALS, ADVERTISEMENTS OF COMMERCIAL MEDIA AND MATERIALS DEVELOPERS, STATE EDUCATION AGENCIES)
4. THE FEASIBILITY OF VARIOUS LEVELS OF INFORMATION RETRIEVAL SYSTEMS (NATIONAL, REGIONAL, STATEWIDE, LOCAL)
5. THE MODE OF INFORMATION (E.G., PRINTED BIBLIOGRAPHY, COMPUTER PRINTOUT, MICROFILM, BOOK CATALOGUE, ETC.) MOST LIKELY TO BE USED BY LOCAL TEACHERS, AND THE PREFERRED FEE STRUCTURE FOR SUCH SERVICES.

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION

THE DISTRIBUTION PLAN VARIED SOMEWHAT FROM STATE TO STATE, AT THE OPTION OF THE CHIEF STATE SCHOOL OFFICER, WHO APPRROVED THE USE OF ONE OF TWO BASIC APPROACHES. THE FIRST, CALLED THE "DIRECT PLAN," CONSISTED OF A DIRECT MAILING OF QUESTIONNAIRES BY ETS TO THE POTENTIAL RESPONDENT POPULATION OF SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE EDUCATION AGENCY. THESE LISTS WERE THE MOST CURRENT ONES WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILING IN JANUARY - MARCH, 1978. THIS PLAN WAS CHOSEN BY THIRTEEN STATES.

THE SECOND OPTION, CALLED THE "DISTRICT PLAN," WAS AN INTERMEDIARY APPROACH, IN WHICH A CONTACT PERSON IN EACH SCHOOL DISTRICT WAS IDENTIFIED TO DISTRIBUTE THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS AND OTHER SPECIAL EDUCATION PERSONNEL WITHIN THAT DISTRICT. IN THE FALL OF 1976, EACH DISTRICT SUPERINTENDENT DESIGNATED A CONTACT PERSON AND INDICATED THE NUMBERS OF QUESTIONNAIRES NEEDED TO COVER ALL SPECIAL EDUCATION PERSONNEL WITHIN THE DISTRICT. BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977, WHICH WAS DONE BY DIRECT ETS CONTACT WITH EACH DISTRICT. THIS PLAN WAS CHOSEN BY FOURTEEN STATES, WITH A TOTAL OF 1687 DISTRICTS PARTICIPATING IN THE STUDY.

A VARIANT OF THE SECOND OPTION, CHOSEN BY THREE STATES AND BY PUERTO RICO AND THE VIRGIN ISLANDS, CONSISTED OF A CENTRALIZED DISTRIBUTION PROCEDURE THROUGH THE STATE EDUCATION AGENCY OR THROUGH A FEW REGIONAL CENTERS. THIS OPTION IS CALLED THE "CENTRAL PLAN."

IN CALIFORNIA, BY SPECIAL ARRANGEMENT WITH THE CALIFORNIA STATE FEDERATION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN, QUESTIONNAIRES WERE DISTRIBUTED AT THE ANNUAL STATEWIDE CSF/CEC CONVENTION IN NOVEMBER, 1977.

QUESTIONNAIRES WERE MAILED IN JANUARY - FEBRUARY, 1978. IN STATES USING EITHER THE DISTRICT OR THE CENTRAL PLAN, EACH CONTACT PERSON WAS REQUESTED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THOSE WHICH FAILED, AFTER REPEATED FOLLOW-UP, TO PROVIDE SUCH CONFIRMATION WERE ASSUMED TO HAVE DISTRIBUTED NONE AND WERE DELETED FROM THE STUDY.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS IN ALL STATES PARTICIPATED AT THE OPTION OF THE PRINCIPAL OR DIRECTOR WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN HIS FACILITY. AS WITH THE OTHER INTERMEDIARY PROCEDURES, THOSE FACILITIES WHICH FAILED TO PROVIDE CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WERE DELETED FROM THE STUDY. A TOTAL OF 360 FACILITIES, IN BOTH PARTICIPATING AND NON-PARTICIPATING STATES, COOPERATED IN THE DISTRIBUTION OF QUESTIONNAIRES IN JANUARY - FEBRUARY, 1978.

THE TABLE ON PAGE 5 CONTAINS A SUMMARY OF THE NATIONAL QUESTIONNAIRE DISTRIBUTION AND RETURN DATA. PAGE 6 PRESENTS THE FREQUENCY DISTRIBUTION OF ALL RESPONDENTS IN PARTICIPATING STATES AND THE RESPONDENTS FROM RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS IN NON-PARTICIPATING STATES. PAGES a-gg, EXTRACTED FROM THE REPORTS FOR PARTICIPATING STATES, CONTAIN DETAILED DESCRIPTIONS OF THE DISTRIBUTION PROCEDURE AND RETURN RATE DATA FOR EACH. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION (CONTINUED)

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

QUESTIONNAIRES DISTRIBUTED IN	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
DIRECT PLAN STATES	377	640	17095	5520	546	2606	1119	27903
DISTRICT PLAN STATES	594	1988	29271	6012	1347	4838	2718	46768
CENTRAL PLAN STATES	68	225	4196	739	64	373	416	6081
CALIFORNIA (CSF/CEC CONVENTION)	25	41	533	100	86	307	186	1278
RESIDENTIAL AND OTHER SPECIAL EDUCATION FACILITIES	1040	2605	976	343	189	2253	737	8143
TOTAL QUESTIONNAIRE DISTRIBUTION	2104	5499	52071	12714	2232	10377	5176	90173
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	90	168	1792	619	117	297	222	3305
APPROXIMATE NET POPULATION BASE	2014	5331	50279	12095	2115	10080	4954	86868
COMPLETED QUESTIONNAIRES RETURNED	685	1932	17281	3864	763	3519	2015	30059
APPROXIMATE RETURN RATE	34%	36%	34%	32%	36%	35%	41%	35%

INTRODUCTION

DISTRIBUTION OF NATIONAL RESPONDENT POPULATION (N = 30,059)

PARTICIPATING STATES (ALL RESPONDENTS)

	FREQ.	PCT*		FREQ.	PCT*
ALASKA	125	0.4	NEW JERSEY	293	1.0
ARIZONA	654	2.2	NEW MEXICO	277	0.9
ARKANSAS	352	1.2	NORTH DAKOTA	225	0.8
CALIFORNIA	1452	4.8	OHIO	2576	8.6
COLORADO	808	2.7	OKLAHOMA	663	2.2
DELAWARE	174	0.6	OREGON	684	2.3
HAWAII	78	0.3	PENNSYLVANIA	2098	7.0
IDAHO	338	1.1	PUERTO RICO	105	0.4
INDIANA	1139	3.8	SOUTH DAKOTA	131	0.4
KANSAS	1099	3.7	TENNESSEE	990	3.3
LOUISIANA	882	2.9	TEXAS	4448	14.8
MARYLAND	256	0.9	UTAH	422	1.4
MICHIGAN	2329	7.8	VERMONT	133	0.4
MINNESOTA	1281	4.3	VIRGIN ISLANDS	22	0.1
MISSISSIPPI	837	2.8	WASHINGTON	634	2.1
MISSOURI	1672	5.6	WEST VIRGINIA	461	1.5
NEBRASKA	491	1.6			

NON-PARTICIPATING STATES (RESPONDENTS FROM RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS ONLY)

	FREQ.	PCT*		FREQ.	PCT*
ALABAMA	79	0.3	MONTANA	22	0.1
CONNECTICUT	39	0.1	NEVADA	3	0.0
DISTRICT OF COLUMBIA	12	0.0	NEW HAMPSHIRE	0	--
FLORIDA	90	0.3	NEW YORK	209	0.7
GEORGIA	177	0.6	NORTH CAROLINA	103	0.3
ILLINOIS	115	0.4	RHODE ISLAND	0	--
IOWA	65	0.2	SOUTH CAROLINA	68	0.2
KENTUCKY	71	0.2	VIRGINIA	71	0.2
MAINE	10	0.0	WISCONSIN	76	0.3
MASSACHUSETTS	109	0.4	WYOMING	18	0.1

	FREQ.	PCT*
QUESTIONNAIRES NOT IDENTIFIABLE BY STATE	593	2.0

*PERCENTAGES ARE ROUNDED TO THE FIRST DECIMAL PLACE.

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN ALASKA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN ALASKA, UNDER A PLAN SELECTED BY THE OFFICE FOR EXCEPTIONAL CHILDREN AND CONFIRMED BY THE COMMISSIONER OF EDUCATION, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1976, THE STATE DEPARTMENT OF EDUCATION CONTACTED 51 DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 51 DISTRICTS.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 51 ORIGINALLY RESPONDING DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 45.

IN JANUARY, 1978, ALL 51 DISTRICTS WHICH HAD ORIGINALLY AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 9 DISTRICTS WERE DELETED FROM THE STUDY--1 AT ITS OWN REQUEST, AND 8 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 2 FACILITIES, BOTH OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR ALASKA. A LIST OF THE 42 PARTICIPATING DISTRICTS AND 2 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2B. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	12	15	272	60	5	35	23	422
FACILITY CONTACT	0	9	0	0	0	0	4	13
TOTAL QUESTIONNAIRE DISTRIBUTION	12	24	272	60	5	35	27	435
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	1	0	7	1	1	1	0	11
APPROXIMATE NET POPULATION BASE	11	24	265	59	4	34	27	424
COMPLETED QUESTIONNAIRES RETURNED	1	7	72	24	1	9	11	125
APPROXIMATE RETURN RATE	9%	29%	27%	41%	25%	27%	42%	30%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN ARIZONA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN ARIZONA, UNDER A PLAN SELECTED BY THE DIVISION OF SPECIAL EDUCATION AND CONFIRMED BY THE SUPERINTENDENT OF EDUCATION, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1976, USING A LIST OF NAMES AND ADDRESSES SUPPLIED BY THE STATE DEPARTMENT OF EDUCATION, ETS CONTACTED 242 DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 134 DISTRICTS.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 134 ORIGINALLY RESPONDING DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 103.

IN JANUARY, 1978, ALL 134 DISTRICTS WHICH HAD ORIGINALLY AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 45 DISTRICTS WERE DELETED FROM THE STUDY--31 AT THEIR OWN REQUEST, AND 14 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 7 FACILITIES, ALL OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR ARIZONA. A LIST OF THE 89 PARTICIPATING DISTRICTS AND 7 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2D. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	32	47	1159	207	30	157	120	1752
FACILITY CONTACT	26	77	11	5	0	24	20	163
TOTAL QUESTIONNAIRE DISTRIBUTION	58	124	1170	212	30	181	140	1915
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	6	6	14	3	4	6	6	45
APPROXIMATE NET POPULATION BASE	52	118	1156	209	26	175	134	1870
COMPLETED QUESTIONNAIRES RETURNED	16	43	404	78	6	55	52	654
APPROXIMATE RETURN RATE	31%	36%	35%	37%	23%	31%	39%	35%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN ARKANSAS

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN ARKANSAS, UNDER A PLAN SELECTED BY THE STATE MEDIA CONSULTANT AND CONFIRMED BY THE DIRECTOR, DEPARTMENT OF EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS IN JANUARY, 1978 DIRECTLY TO THE STATE DEPARTMENT OF EDUCATION FOR FORWARDING TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE. POSTAGE WAS REIMBURSED TO THE STATE DEPARTMENT OF EDUCATION BY ETS. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY FORWARDED WAS SENT TO ETS BY THE STATE DEPARTMENT OF EDUCATION.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO EACH FACILITY. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR OF EACH FACILITY BUT ONE. THIS ONE, WHICH, AFTER REPEATED FOLLOW-UP, FAILED TO CONFIRM DISTRIBUTION, WAS ASSUMED TO HAVE DISTRIBUTED NONE AND WAS DELETED FROM THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR ARKANSAS. THE NAMES OF THE THREE PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES FORWARDED TO INDIVIDUALS BY EDUCATION DEPARTMENT	41	73	800	90	5	40	74	1123
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	7	3	12	9	2	41	11	85
TOTAL QUESTIONNAIRE DISTRIBUTION	48	76	812	99	7	81	85	1208
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	0	3	4	0	0	5	12
APPROXIMATE NET POPULATION BASE	48	76	809	95	7	81	80	1196
COMPLETED QUESTIONNAIRES RETURNED	10	18	238	42	2	19	23	352
APPROXIMATE RETURN RATE	21%	24%	29%	44%	29%	23%	29%	29%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 4007	ARKANSAS CHILDREN'S COLONY	4701 COLONY DRIVE	JONESBORO	72401
ID CODE 4009	ARKANSAS CHILDREN'S COLONY	SIEBENMORGAN ROAD	CONWAY	72032
ID CODE 4010	ARKANSAS CHILDREN'S COLONY	P.O. BOX 327	BOONEVILLE	72927

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN CALIFORNIA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN CALIFORNIA, ETS, IN COOPERATION WITH THE CALIFORNIA STATE FEDERATION, COUNCIL FOR EXCEPTIONAL CHILDREN (CSF/CEC), DISTRIBUTED 1278 QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL AT THE CSF/CEC CONVENTION IN LOS ANGELES, NOVEMBER 9-12, 1977.

AT THE CONVENTION REGISTRATION DESK, REGISTRANTS WERE DIRECTED TO AN "NNA TABLE" WHERE ETS STAFF EXPLAINED THE PURPOSE OF THE STUDY AND DISTRIBUTED THE APPROPRIATE QUESTIONNAIRE FORM TO THOSE PERSONS QUALIFIED AND WILLING TO PARTICIPATE IN THE SURVEY. MOST PARTICIPANTS COMPLETED AND RETURNED THEIR QUESTIONNAIRES TO ETS STAFF DURING THE COURSE OF THE CONVENTION. A FEW RETURNED THEIR QUESTIONNAIRES BY MAIL TO ETS AT A LATER DATE. A SMALL INCENTIVE WAS OFFERED FOR COOPERATION IN THE STUDY.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO EACH FACILITY. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR IN ALL BUT THREE FACILITIES. THESE THREE, WHICH, AFTER REPEATED FOLLOW-UP, FAILED TO CONFIRM DISTRIBUTION, WERE ASSUMED TO HAVE DISTRIBUTED NONE AND WERE DELETED FROM THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR BOTH THE CALIFORNIA CEC CONVENTION AND FOR RESIDENTIAL INSTITUTIONS IN CALIFORNIA. A LIST OF THE NINE PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGE 2A. ALL QUESTIONNAIRE RESPONSE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED/RETURNED AT CALIFORNIA CEC CONVENTION	25	41	533	100	86	307	186	1278
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	93	125	39	13	7	106	40	432
TOTAL QUESTIONNAIRE DISTRIBUTION	118	166	572	113	93	413	226	1710
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	2	3	1	1	0	3	1	11
APPROXIMATE NET POPULATION BASE	116	163	571	112	93	410	225	1699
COMPLETED QUESTIONNAIRES RETURNED	31	131	545	106	89	346	204	1452
APPROXIMATE RETURN RATE	27%	80%	95%	95%	96%	84%	91%	85%

QUESTIONNAIRE DISTRIBUTION IN COLORADO

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN COLORADO, UNDER A PLAN SELECTED BY THE EXECUTIVE DIRECTOR, SPECIAL EDUCATION UNIT, AND CONFIRMED BY THE COMMISSIONER OF EDUCATION, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1977, USING A LIST OF NAMES AND ADDRESSES SUPPLIED BY THE STATE DEPARTMENT OF EDUCATION, ETS CONTACTED 46 DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 46 DISTRICTS.

IN JANUARY, 1978, ALL 46 DISTRICTS WHICH HAD AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL. (IN DENVER, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS SUPPLIED BY THE DENVER PUBLIC SCHOOLS, QUESTIONNAIRES WERE MAILED DIRECTLY TO 436 SPECIAL EDUCATION PERSONNEL.) EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 5 DISTRICTS WERE DELETED FROM THE STUDY--4 AT THEIR OWN REQUEST, AND 1 BECAUSE IT FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WAS ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 5 FACILITIES, ALL OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR COLORADO. A LIST OF THE 41 PARTICIPATING DISTRICTS AND 5 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2B. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	25	47	1172	235	22	93	94	1688
FACILITY CONTACT	18	38	11	1	3	17	11	99
QUESTIONNAIRE MAILOUT TO INDIVIDUALS (DENVER)	7	21	315	34	18	27	14	436
TOTAL QUESTIONNAIRE DISTRIBUTION	50	106	1498	270	43	137	119	2223
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	2	3	14	1	2	1	6	29
APPROXIMATE NET POPULATION BASE	48	103	1484	269	41	136	113	2194
COMPLETED QUESTIONNAIRES RETURNED	14	40	552	99	15	49	39	808
APPROXIMATE RETURN RATE	29%	39%	37%	37%	37%	36%	35%	37%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN DELAWARE

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN DELAWARE, UNDER A PLAN SELECTED BY THE STATE SUPERVISOR, EXCEPTIONAL CHILDREN PROGRAMS, AND CONFIRMED BY THE STATE DIRECTOR, EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1976, THE DEPARTMENT OF PUBLIC INSTRUCTION CONTACTED 26 DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 26 DISTRICTS.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 26 ORIGINALLY RESPONDING DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 20.

IN JANUARY, 1978, ALL 26 DISTRICTS WHICH HAD ORIGINALLY AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 10 DISTRICTS WERE DELETED FROM THE STUDY--5 AT THEIR OWN REQUEST, AND 5 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 9 FACILITIES. ALL BUT TWO SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED. THESE TWO WERE DELETED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR DELAWARE. A LIST OF THE 16 PARTICIPATING DISTRICTS AND 7 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2B. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	13	31	311	17	29	35	19	455
FACILITY CONTACT	0	19	73	2	0	1	7	102
TOTAL QUESTIONNAIRE DISTRIBUTION	13	50	384	19	29	36	26	557
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	0	3	0	0	1	1	5
APPROXIMATE NET POPULATION BASE	13	50	381	19	29	35	25	552
COMPLETED QUESTIONNAIRES RETURNED	2	2	123	8	15	13	11	174
APPROXIMATE RETURN RATE	15%	4%	32%	42%	52%	37%	44%	32%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN HAWAII

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN HAWAII, UNDER A PLAN SELECTED BY THE ACTING DIRECTOR, SPECIAL EDUCATION BRANCH, AND CONFIRMED BY THE SUPERINTENDENT, DEPARTMENT OF EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF NOVEMBER, 1977, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR IN ALL BUT ONE CASE. THIS ONE, WHICH, AFTER REPEATED FOLLOW-UP, FAILED TO CONFIRM DISTRIBUTION, WAS ASSUMED TO HAVE DISTRIBUTED NONE AND WAS DELETED FROM THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR HAWAII. THE NAMES OF THE TWO PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	5	35	94	0	13	35	7	189
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	0	0	5	2	0	18	2	27
TOTAL QUESTIONNAIRE DISTRIBUTION	5	35	99	2	13	53	9	216
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	0	3	0	0	3	0	6
APPROXIMATE NET POPULATION BASE	5	35	96	2	13	50	9	210
COMPLETED QUESTIONNAIRES RETURNED	3	17	36	1	6	12	3	78
APPROXIMATE RETURN RATE	60%	49%	38%	50%	46%	24%	33%	37%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 6012	WAIMANO TRAINING SCHOOL AND HOSPITAL		PEARL CITY	96782
ID CODE 6011	VARIETY CLUB SCHOOL	710 PALEKAUA STREET	HONOLULU	96816

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN IDAHO

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN IDAHO, UNDER A PLAN SELECTED BY THE DIRECTOR OF SPECIAL EDUCATION AND CONFIRMED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES AND ADDRESSES PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF OCTOBER, 1977, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR IDAHO. THE NAMES OF THE TWO PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	0	0	625	99	0	0	45	769
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	18	42	0	1	0	6	5	72
TOTAL QUESTIONNAIRE DISTRIBUTION	18	42	625	100	0	6	50	841
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	1	0	1	0	0	1	3
APPROXIMATE NET POPULATION BASE	18	41	625	99	0	6	49	838
COMPLETED QUESTIONNAIRES RETURNED	4	6	245	58	0	1	24	338
APPROXIMATE RETURN RATE	22%	15%	39%	59%	--	17%	49%	40%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 4041	IDAHO STATE SCHOOL FOR THE DEAF AND BLIND	GOODING	83330
ID CODE 4042	IDAHO STATE SCHOOL AND HOSPITAL	NAMPA	83651

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN INDIANA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN INDIANA, UNDER A PLAN SELECTED BY THE DIRECTOR, DIVISION OF SPECIAL EDUCATION, AND CONFIRMED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF JANUARY, 1978, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN FEBRUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR IN ALL BUT ONE CASE. THIS ONE, WHICH, AFTER REPEATED FOLLOW-UP, FAILED TO CONFIRM DISTRIBUTION, WAS ASSUMED TO HAVE DISTRIBUTED NONE AND WAS DELETED FROM THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR INDIANA. A LIST OF THE FIVE PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGE 2A. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	56	89	2292	2404	64	460	171	5536
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	3	1	7	4	1	15	5	36
TOTAL QUESTIONNAIRE DISTRIBUTION	59	90	2299	2408	65	475	176	5572
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	5	5	120	252	1	13	4	400
APPROXIMATE NET POPULATION BASE	54	85	2179	2156	64	462	172	5172
COMPLETED QUESTIONNAIRES RETURNED	19	31	648	261	22	135	23	1139
APPROXIMATE RETURN RATE	35%	36%	30%	12%	34%	29%	13%	22%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN KANSAS

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN KANSAS, UNDER A PLAN SELECTED BY THE DIRECTOR OF SPECIAL EDUCATION ADMINISTRATION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF NOVEMBER, 1977, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR KANSAS. A LIST OF THE FIVE PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGE 2A. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	31	76	1945	300	47	404	116	2919
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	21	46	0	3	0	28	11	109
TOTAL QUESTIONNAIRE DISTRIBUTION	52	122	1945	303	47	432	127	3028
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	1	2	91	16	3	16	14	143
APPROXIMATE NET POPULATION BASE	51	120	1854	287	44	416	113	2885
COMPLETED QUESTIONNAIRES RETURNED	30	50	704	127	13	136	39	1099
APPROXIMATE RETURN RATE	59%	42%	38%	44%	30%	33%	35%	38%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN LOUISIANA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN LOUISIANA, UNDER A PLAN SELECTED BY THE ASSISTANT SUPERINTENDENT FOR SPECIAL EDUCATION SERVICES AND CONFIRMED BY THE STATE SUPERINTENDENT, DEPARTMENT OF EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS IN JANUARY, 1978 DIRECTLY TO THE DEPARTMENT OF EDUCATION FOR FORWARDING TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE. POSTAGE WAS REIMBURSED TO THE STATE DEPARTMENT OF EDUCATION BY ETS. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY FORWARDED WAS SENT TO ETS BY THE STATE DEPARTMENT OF EDUCATION.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO EACH FACILITY. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR OF EACH FACILITY BUT ONE. THIS ONE, WHICH, AFTER REPEATED FOLLOW-UP, FAILED TO CONFIRM DISTRIBUTION, WAS ASSUMED TO HAVE DISTRIBUTED NONE AND WAS DELETED FROM THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR LOUISIANA. A LIST OF THE ELEVEN PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGE 2A. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES FORWARDED TO INDIVIDUALS BY EDUCATION DEPARTMENT	10	20	2200	435	5	22	66	2758
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	43	69	15	16	6	59	28	236
TOTAL QUESTIONNAIRE DISTRIBUTION	53	89	2215	451	11	81	94	2994
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	1	5	116	33	0	8	3	166
APPROXIMATE NET POPULATION BASE	52	84	2099	418	11	73	91	2828
COMPLETED QUESTIONNAIRES RETURNED	8	55	673	119	1	19	7	882
APPROXIMATE RETURN RATE	15%	65%	32%	28%	9%	26%	8%	31%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN MARYLAND

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN MARYLAND, COUNTIES PARTICIPATED AT THE OPTION OF THE COUNTY SUPERINTENDENTS. A CONTACT PERSON FROM EACH COUNTY WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT COUNTY.

IN JANUARY, 1978, USING A LIST OF NAMES AND ADDRESSES SUPPLIED BY THE STATE DEPARTMENT OF EDUCATION, ETS CONTACTED 24 COUNTIES, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH COUNTY SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 10 COUNTIES.

IN MARCH, 1978, ALL 10 COUNTIES WHICH HAD AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL. EACH COUNTY CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED. THEREAFTER, 2 COUNTIES WERE DELETED FROM THE STUDY--1 AT ITS OWN REQUEST, AND 1 BECAUSE IT FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WAS ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 5 FACILITIES, ALL OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR MARYLAND. A LIST OF THE 8 PARTICIPATING COUNTIES AND 5 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGE 2A. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
COUNTY CONTACT	3	15	513	97	14	81	20	743
FACILITY CONTACT	34	118	8	1	7	102	15	285
TOTAL QUESTIONNAIRE DISTRIBUTION	37	133	521	98	21	183	35	1028
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	1	0	4	0	0	0	0	5
APPROXIMATE NET POPULATION BASE	36	133	517	98	21	183	35	1023
COMPLETED QUESTIONNAIRES RETURNED	13	46	102	18	3	61	13	256
APPROXIMATE RETURN RATE	36%	35%	20%	18%	14%	33%	37%	25%

QUESTIONNAIRE DISTRIBUTION IN MICHIGAN

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN MICHIGAN, UNDER A PLAN SELECTED BY THE STATE ASSISTANCE FOR THE HANDICAPPED PROGRAM AND CONFIRMED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1976, USING A LIST OF NAMES AND ADDRESSES SUPPLIED BY THE STATE DEPARTMENT OF EDUCATION, ETS CONTACTED 200 DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 174 DISTRICTS.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 174 ORIGINALLY RESPONDING DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 156.

IN JANUARY, 1978, ALL 174 DISTRICTS WHICH HAD ORIGINALLY AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. (IN A FEW DISTRICTS, QUESTIONNAIRES WERE MAILED DIRECTLY TO POTENTIAL RESPONDENTS, USING LISTS SUPPLIED BY DISTRICT OFFICES.) EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 21 DISTRICTS WERE DELETED FROM THE STUDY--8 AT THEIR OWN REQUEST, AND 13 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 3 FACILITIES, ALL OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR MICHIGAN. A LIST OF THE 153 PARTICIPATING DISTRICTS AND 3 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2G. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	166	556	5268	1429	399	880	446	9144
FACILITY CONTACT	30	8	3	1	2	20	5	69
TOTAL QUESTIONNAIRE DISTRIBUTION	196	564	5271	1430	401	900	451	9213
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	10	15	163	33	20	16	17	274
APPROXIMATE NET POPULATION BASE	186	549	5108	1397	381	884	434	8939
COMPLETED QUESTIONNAIRES RETURNED	78	123	1366	332	94	218	118	2329
APPROXIMATE RETURN RATE	42%	22%	27%	24%	25%	25%	27%	26%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN MINNESOTA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN MINNESOTA, UNDER A PLAN SELECTED BY THE ASSISTANT DIRECTOR OF SPECIAL EDUCATION AND CONFIRMED BY THE COMMISSIONER, DEPARTMENT OF EDUCATION, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN AUGUST, 1976, THE SPECIAL EDUCATION SECTION OF THE DEPARTMENT OF EDUCATION CONTACTED ALL DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 92 DISTRICTS.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 92 ORIGINALLY RESPONDING DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 79.

IN JANUARY, 1978, ALL 92 DISTRICTS WHICH HAD ORIGINALLY AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 11 DISTRICTS WERE DELETED FROM THE STUDY--7 AT THEIR OWN REQUEST, AND 4 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 10 FACILITIES. ALL BUT ONE SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED. THIS ONE WAS DELETED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR MINNESOTA. A LIST OF THE 81 PARTICIPATING DISTRICTS AND 9 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2D. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	63	177	2059	583	60	420	250	3612
FACILITY CONTACT	19	18	5	10	19	65	21	157
TOTAL QUESTIONNAIRE DISTRIBUTION	82	195	2064	593	79	485	271	3769
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	4	9	28	11	7	10	10	79
APPROXIMATE NET POPULATION BASE	78	186	2036	582	72	475	261	3690
COMPLETED QUESTIONNAIRES RETURNED	29	59	708	231	21	140	93	1281
APPROXIMATE RETURN RATE	37%	32%	35%	40%	29%	29%	36%	35%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN MISSISSIPPI

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN MISSISSIPPI, UNDER A PLAN SELECTED BY THE ASSISTANT DIRECTOR, DIVISION OF INSTRUCTION, AND CONFIRMED BY THE STATE SUPERINTENDENT OF EDUCATION, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1976, THE SPECIAL EDUCATION SECTION PROVIDED ETS WITH A LIST OF 152 SCHOOL DISTRICTS, TOGETHER WITH INFORMATION ON NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN THE JURISDICTION OF EACH.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 152 ORIGINALLY INCLUDED DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 122.

IN JANUARY, 1978, ALL 152 DISTRICTS WHICH WERE ORIGINALLY INCLUDED IN THE STUDY WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 25 DISTRICTS WERE DELETED FROM THE STUDY--14 AT THEIR OWN REQUEST, AND 11 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 4 FACILITIES, ALL OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR MISSISSIPPI. A LIST OF THE 127 PARTICIPATING DISTRICTS AND 4 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2F. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	5	25	1084	217	11	184	75	1601
FACILITY CONTACT	0	52	5	3	2	41	8	111
TOTAL QUESTIONNAIRE DISTRIBUTION	5	77	1089	220	13	225	83	1712
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	1	2	17	4	2	1	0	27
APPROXIMATE NET POPULATION BASE	4	75	1072	216	11	224	83	1685
COMPLETED QUESTIONNAIRES RETURNED	3	35	507	131	8	112	41	837
APPROXIMATE RETURN RATE	75%	47%	47%	61%	73%	50%	49%	50%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN MISSOURI

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN MISSOURI, UNDER A PLAN SELECTED BY THE DIRECTOR OF SPECIAL EDUCATION AND CONFIRMED BY THE COMMISSIONER OF EDUCATION, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1976, USING A LIST OF NAMES AND ADDRESSES SUPPLIED BY THE STATE DEPARTMENT OF EDUCATION, ETS CONTACTED 500 DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 358 DISTRICTS.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 358 ORIGINALLY RESPONDING DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 306.

IN JANUARY, 1978, ALL 358 DISTRICTS WHICH HAD ORIGINALLY AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. (IN A FEW DISTRICTS, QUESTIONNAIRES WERE MAILED DIRECTLY TO POTENTIAL RESPONDENTS, USING LISTS SUPPLIED BY DISTRICT OFFICES.) EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 48 DISTRICTS WERE DELETED FROM THE STUDY--22 AT THEIR OWN REQUEST, AND 26 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 86 FACILITIES. ALL BUT 17 SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED. THESE 17 WERE DELETED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR MISSOURI. A LIST OF THE 310 PARTICIPATING DISTRICTS AND 69 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2P. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	27	107	2097	537	69	108	247	3192
FACILITY CONTACT	43	95	85	39	17	277	43	599
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	1	6	190	29	4	0	10	240
TOTAL QUESTIONNAIRE DISTRIBUTION	71	208	2372	605	90	385	300	4031
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	3	6	64	18	9	19	21	140
APPROXIMATE NET POPULATION BASE	68	202	2308	587	81	366	279	3891
COMPLETED QUESTIONNAIRES RETURNED	18	64	1026	265	34	143	122	1672
APPROXIMATE RETURN RATE	26%	32%	44%	45%	42%	39%	44%	43%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN NEBRASKA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN NEBRASKA, UNDER A PLAN SELECTED BY THE DIRECTOR OF SPECIAL EDUCATION AND CONFIRMED BY THE COMMISSIONER OF EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF JANUARY, 1978, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN FEBRUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR NEBRASKA. THE NAMES OF THE TWO PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	10	27	805	185	44	129	42	1242
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	18	34	0	0	0	0	5	57
TOTAL QUESTIONNAIRE DISTRIBUTION	28	61	805	185	44	129	47	1299
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	0	21	5	9	2	1	38
APPROXIMATE NET POPULATION BASE	28	61	784	180	35	127	46	1261
COMPLETED QUESTIONNAIRES RETURNED	9	21	330	64	11	44	12	491
APPROXIMATE RETURN RATE	32%	34%	42%	36%	31%	35%	26%	39%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 5028	SCHOOL FOR THE DEAF	3223 NORTH 45TH STREET	OMAHA	68104
ID CODE 4129	NEBRASKA SCHOOL FOR VISUALLY HANDICAPPED	10TH STREET, 10TH AVENUE	NEBRASKA CITY	68410

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN NEW JERSEY

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN NEW JERSEY, UNDER A PLAN SELECTED BY THE STATE RESOURCE COORDINATOR AND CONFIRMED BY THE COMMISSIONER OF EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS IN DECEMBER, 1977 DIRECTLY TO THE FOUR LEARNING RESOURCE CENTERS FOR FORWARDING TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WAS SENT TO ETS BY EACH OF THE FOUR CENTERS.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO EACH FACILITY. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR OF EACH FACILITY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR NEW JERSEY. THE NAMES OF THE FIVE PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED BY LEARNING RESOURCE CENTERS	2	37	602	187	24	106	256	1214
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	9	102	7	3	12	80	24	237
TOTAL QUESTIONNAIRE DISTRIBUTION	11	139	609	190	36	186	280	1451
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	7	65	19	0	7	22	120
APPROXIMATE NET POPULATION BASE	11	132	544	171	36	179	258	1331
COMPLETED QUESTIONNAIRES RETURNED	3	35	117	34	6	37	61	293
APPROXIMATE RETURN RATE	27%	27%	22%	20%	17%	21%	24%	22%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 4138	WOODBRIDGE STATE SCHOOL	WOODBRIDGE	07095
ID CODE 4134	NEW LISBON STATE SCHOOL	NEW LISBON	08064
ID CODE 4136	VINELAND STATE SCHOOL	VINELAND	08360
ID CODE 4137	MARIE H. KATZENBACH SCHOOL FOR THE DEAF	WEST TRENTON	08625
ID CODE 4133	HUNTERDON STATE SCHOOL	CLINTON	08809

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN NEW MEXICO

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN NEW MEXICO, UNDER A PLAN SELECTED BY THE DIVISION OF SPECIAL EDUCATION AND CONFIRMED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1976, THE SOUTHWEST AREA LEARNING RESOURCE CENTER CONTACTED 91 DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 91 DISTRICTS.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 91 ORIGINALLY RESPONDING DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 72.

IN JANUARY, 1978, ALL 91 DISTRICTS WHICH HAD ORIGINALLY AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 17 DISTRICTS WERE DELETED FROM THE STUDY--10 AT THEIR OWN REQUEST, AND 7 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 3 FACILITIES. ALL BUT ONE SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED. THIS ONE FACILITY WAS DELETED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR NEW MEXICO. A LIST OF THE 74 PARTICIPATING DISTRICTS AND 2 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2D. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	22	21	627	70	18	184	53	995
FACILITY CONTACT	0	0	15	2	0	1	3	21
TOTAL QUESTIONNAIRE DISTRIBUTION	22	21	642	72	18	185	56	1016
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	1	10	3	0	2	3	19
APPROXIMATE NET POPULATION BASE	22	20	632	69	18	183	53	997
COMPLETED QUESTIONNAIRES RETURNED	5	20	156	29	4	44	19	277
APPROXIMATE RETURN RATE	23%	100%	25%	42%	22%	24%	36%	28%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN NORTH DAKOTA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN NORTH DAKOTA, UNDER A PLAN SELECTED BY THE DIRECTOR OF SPECIAL EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO A SAMPLE OF SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF DECEMBER, 1977, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR NORTH DAKOTA. THE NAMES OF THE THREE PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	12	31	155	60	12	77	58	405
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	4	22	0	0	0	21	1	48
TOTAL QUESTIONNAIRE DISTRIBUTION	16	53	155	60	12	98	59	453
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	1	5	3	2	0	2	1	14
APPROXIMATE NET POPULATION BASE	15	48	152	58	12	96	58	439
COMPLETED QUESTIONNAIRES RETURNED	8	10	85	35	7	47	33	225
APPROXIMATE RETURN RATE	53%	21%	56%	60%	58%	49%	57%	51%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 4166	NORTH DAKOTA SCHOOL FOR THE BLIND	GRAND FORKS	58201
ID CODE 4165	GRAFTON STATE SCHOOL	GRAFTON	58237
ID CODE 4164	NORTH DAKOTA SCHOOL FOR THE DEAF	DEVILS LAKE	58301

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN OHIO

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN OHIO, UNDER A PLAN SELECTED BY THE DIVISION OF SPECIAL EDUCATION AND CONFIRMED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION, SPECIAL EDUCATION SUPERVISORS AND A CONTACT PERSON FROM EACH COUNTY MENTAL RETARDATION PROGRAM WERE TO ACT AS INTERMEDIARIES IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL UNDER THEIR JURISDICTION.

IN MARCH, 1977, THE STATE DEPARTMENT OF EDUCATION PROVIDED ETS WITH A DIRECTORY OF 295 SPECIAL EDUCATION SUPERVISORS AND 86 COUNTY MENTAL RETARDATION PROGRAMS, TOGETHER WITH NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN THE JURISDICTION OF EACH.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 381 SUPERVISORS AND COUNTY MENTAL RETARDATION PROGRAMS AND RECEIVED CURRENT INFORMATION FROM 288.

IN JANUARY, 1978, ALL 381 SPECIAL EDUCATION SUPERVISORS AND COUNTY MENTAL RETARDATION PROGRAMS WHICH WERE ORIGINALLY INCLUDED IN THE STUDY WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR THOSE WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. EACH SUPERVISOR/MR PROGRAM CONTACT WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 96 SUPERVISORS/PROGRAMS WERE DELETED FROM THE STUDY--74 AT THEIR OWN REQUEST (MOST FREQUENTLY BECAUSE OF DUPLICATION OF COVERAGE), AND 22 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 14 FACILITIES, ALL OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR OHIO. A LIST OF THE 285 PARTICIPATING SUPERVISORS/PROGRAMS AND 14 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2M. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
SUPERVISOR/PROGRAM CONTACT	67	332	4919	891	192	1219	313	7933
FACILITY CONTACT	29	3	18	19	0	170	20	259
TOTAL QUESTIONNAIRE DISTRIBUTION	96	335	4937	910	192	1389	333	8192
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	9	22	91	24	11	41	19	217
APPROXIMATE NET POPULATION BASE	87	313	4846	886	181	1348	314	7975
COMPLETED QUESTIONNAIRES RETURNED	42	113	1457	273	80	433	178	2576
APPROXIMATE RETURN RATE	48%	36%	30%	31%	44%	32%	57%	[illegible]

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN OKLAHOMA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN OKLAHOMA, UNDER A PLAN SELECTED BY THE DIRECTOR, SECTION FOR EXCEPTIONAL CHILDREN, AND CONFIRMED BY THE STATE SUPERINTENDENT OF EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, DATED 1976-1977, WAS THE MOST UP-TO-DATE ONE WHICH THE DEPARTMENT OF EDUCATION MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN FEBRUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR OKLAHOMA. A LIST OF THE SEVEN PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGE 2A. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	2	43	1509	192	14	127	64	1951
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	39	18	24	12	5	15	12	125
TOTAL QUESTIONNAIRE DISTRIBUTION	41	61	1533	204	19	142	76	2076
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	3	8	316	43	2	28	11	411
APPROXIMATE NET POPULATION BASE	38	53	1217	161	17	114	65	1665
COMPLETED QUESTIONNAIRES RETURNED	20	27	499	59	6	35	17	663
APPROXIMATE RETURN RATE	53%	51%	41%	37%	35%	31%	26%	40%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN OREGON

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN OREGON, UNDER A PLAN SELECTED BY THE DIRECTOR OF SPECIAL EDUCATION AND CONFIRMED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF JANUARY, 1978, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN MARCH, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR OREGON. A LIST OF THE ELEVEN PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGE 2A. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	33	46	1234	280	7	124	156	1880
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	17	77	161	32	15	3	19	324
TOTAL QUESTIONNAIRE DISTRIBUTION	50	123	1395	312	22	127	175	2204
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	4	7	60	9	0	5	11	96
APPROXIMATE NET POPULATION BASE	46	116	1335	303	22	122	164	2108
COMPLETED QUESTIONNAIRES RETURNED	13	49	413	104	4	49	52	684
APPROXIMATE RETURN RATE	28%	42%	31%	34%	18%	40%	32%	32%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN PENNSYLVANIA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN PENNSYLVANIA, UNDER A PLAN SELECTED BY THE CHIEF, SPECIAL EDUCATION PROGRAM AND SERVICES DIVISION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF JANUARY, 1978, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN FEBRUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR IN ALL BUT TWO CASES. THESE TWO, WHICH, AFTER REPEATED FOLLOW-UP, FAILED TO CONFIRM DISTRIBUTION, WERE ASSUMED TO HAVE DISTRIBUTED NONE AND WERE DELETED FROM THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR PENNSYLVANIA. A LIST OF THE TEN PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGE 2A. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	198	181	5125	1456	274	1045	182	8461
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	9	128	33	10	9	81	28	298
TOTAL QUESTIONNAIRE DISTRIBUTION	207	309	5158	1466	283	1126	210	8759
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	13	9	169	50	10	59	11	321
APPROXIMATE NET POPULATION BASE	194	300	4989	1416	273	1067	199	8438
COMPLETED QUESTIONNAIRES RETURNED	39	79	1283	320	71	261	45	2098
APPROXIMATE RETURN RATE	20%	26%	26%	23%	26%	24%	23%	25%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN PUERTO RICO

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN PUERTO RICO, UNDER A PLAN SELECTED BY THE DIRECTOR, SPECIAL EDUCATION PROGRAMS, QUESTIONNAIRES WERE MAILED BY ETS IN JANUARY, 1978 DIRECTLY TO THE DEPARTMENT OF EDUCATION FOR FORWARDING TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN ITS JURISDICTION. A CONFIRMATION OF THE NUMBER OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WAS SENT TO ETS BY THE DEPARTMENT OF EDUCATION.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO EACH FACILITY. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR OF EACH FACILITY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR PUERTO RICO. THE NAMES OF THE THREE PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES FORWARDED TO INDIVIDUALS BY EDUCATION DEPARTMENT	13	90	563	21	26	202	17	932
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	0	1	1	1	3	2	0	8
TOTAL QUESTIONNAIRE DISTRIBUTION	13	91	564	22	29	204	17	940
COMPLETED QUESTIONNAIRES RETURNED	0	17	77	2	7	1	1	105
APPROXIMATE RETURN RATE	0%	19%	14%	9%	24%	0%	6%	11%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 6002	ACADEMIA ROSADRIMA	BUZON 210 RESIDENTIAL SIERRA LINDA	BAYAMON	00619
ID CODE 6006	SOCIEDAD DE NINOS Y ADULTOS	ESEMRALDA NO. 9, BOX 152	GUAYNABO	00657
ID CODE 6005	HOSPITAL DEL NINO	BOX 4831	SAN JUAN	00936

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN SOUTH DAKOTA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN SOUTH DAKOTA, UNDER A PLAN SELECTED BY THE DIRECTOR, SECTION FOR SPECIAL EDUCATION, AND CONFIRMED BY THE STATE SUPERINTENDENT OF EDUCATION AND CULTURAL AFFAIRS, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, SENT TO ETS IN THE FALL OF 1976, WAS THE MOST UP-TO-DATE ONE WHICH THE DEPARTMENT OF EDUCATION MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR IN ALL BUT ONE CASE. THIS ONE, WHICH, AFTER REPEATED FOLLOW-UP, FAILED TO CONFIRM DISTRIBUTION, WAS ASSUMED TO HAVE DISTRIBUTED NONE AND WAS DELETED FROM THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR SOUTH DAKOTA. THE NAMES OF THE TWO PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	0	0	170	69	1	22	74	336
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	14	11	0	1	0	0	3	29
TOTAL QUESTIONNAIRE DISTRIBUTION	14	11	170	70	1	22	77	365
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	0	19	2	0	1	2	24
APPROXIMATE NET POPULATION BASE	14	11	151	68	1	21	75	341
COMPLETED QUESTIONNAIRES RETURNED	1	2	72	28	0	0	28	131
APPROXIMATE RETURN RATE	7%	18%	48%	41%	0%	0%	37%	38%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 4189	SOUTH DAKOTA SCHOOL FOR THE DEAF	1800 E. 10TH	SIOUX FALLS	57103
ID CODE 4187	SOUTH DAKOTA SCHOOL FOR THE VISUALLY HANDICAPPED	423 SE 17TH AVE	ABERDEEN	57401

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN TENNESSEE

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN TENNESSEE, UNDER A PLAN SELECTED BY THE DIVISION FOR THE EDUCATION OF THE HANDICAPPED, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1977, USING A LIST OF NAMES AND ADDRESSES SUPPLIED BY THE STATE DEPARTMENT OF EDUCATION, ETS CONTACTED DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 93 DISTRICTS.

IN MARCH, 1978, ALL 93 DISTRICTS WHICH HAD AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL. EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED. THEREAFTER, 14 DISTRICTS WERE DELETED FROM THE STUDY--5 AT THEIR OWN REQUEST, AND 9 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 6 FACILITIES, ALL OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR TENNESSEE. A LIST OF THE 79 PARTICIPATING DISTRICTS AND 6 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2D. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	48	75	1396	306	96	341	114	2376
FACILITY CONTACT	2	3	28	6	0	36	12	87
TOTAL QUESTIONNAIRE DISTRIBUTION	50	78	1424	312	96	377	126	2463
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	1	7	16	10	2	12	7	55
APPROXIMATE NET POPULATION BASE	49	71	1408	302	94	365	119	2408
COMPLETED QUESTIONNAIRES RETURNED	23	29	547	159	33	134	65	990
APPROXIMATE RETURN RATE	47%	41%	39%	53%	35%	37%	55%	41%

QUESTIONNAIRE DISTRIBUTION IN TEXAS

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN TEXAS, UNDER A PLAN SELECTED BY THE DIVISION OF SPECIAL EDUCATION AND CONFIRMED BY THE DEPUTY COMMISSIONER FOR PROGRAMS AND PERSONNEL DEVELOPMENT, A CONTACT PERSON FROM EACH SCHOOL DISTRICT WAS TO BE IDENTIFIED TO ACT AS INTERMEDIARY IN DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN THE FALL OF 1976, THE TEXAS AREA LEARNING RESOURCE CENTER CONTACTED 323 DISTRICTS, REQUESTING THEIR PARTICIPATION IN THE STUDY. EACH DISTRICT SUPERINTENDENT WAS ASKED TO DESIGNATE A CONTACT PERSON AND TO INDICATE THE NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, WITHIN ITS JURISDICTION. RESPONSES WERE RECEIVED FROM 310 DISTRICTS.

BECAUSE OF A ONE-YEAR DELAY IN IMPLEMENTATION OF THE STUDY, IT WAS NECESSARY TO UPDATE THIS INFORMATION IN THE FALL OF 1977. AT THAT TIME, ETS CONTACTED ALL 310 ORIGINALLY RESPONDING DISTRICTS AND RECEIVED CURRENT INFORMATION FROM 265.

IN JANUARY, 1978, ALL 310 DISTRICTS WHICH HAD ORIGINALLY AGREED TO PARTICIPATE WERE MAILED THE APPROPRIATE NUMBERS OF QUESTIONNAIRES FOR DISTRIBUTION TO THEIR SPECIAL EDUCATION PERSONNEL, USING UPDATED INFORMATION WHERE AVAILABLE AND THE ORIGINAL INFORMATION FOR DISTRICTS WHICH HAD NOT RESPONDED TO THE UPDATE REQUEST. EACH DISTRICT CONTACT PERSON WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 49 DISTRICTS WERE DELETED FROM THE STUDY--25 AT THEIR OWN REQUEST, AND 24 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 4 FACILITIES, ALL OF WHICH SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR TEXAS. A LIST OF THE 261 PARTICIPATING DISTRICTS AND 4 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2K. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	104	448	7221	1353	325	928	868	11,247
FACILITY CONTACT	56	104	25	5	0	8	24	222
TOTAL QUESTIONNAIRE DISTRIBUTION	160	552	7246	1358	325	936	892	11,469
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	9	21	88	32	21	31	27	229
APPROXIMATE NET POPULATION BASE	151	531	7158	1326	304	905	865	11,240
COMPLETED QUESTIONNAIRES RETURNED	59	240	2706	591	113	371	368	4,448
APPROXIMATE RETURN RATE	39%	45%	38%	45%	37%	41%	43%	40%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN UTAH

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN UTAH, UNDER A PLAN SELECTED BY THE STATE SUPERINTENDENT OF SPECIAL INSTRUCTION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF DECEMBER, 1977, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR UTAH. THE NAMES OF THE TWO PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	9	57	1180	119	22	0	40	1427
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	38	61	0	0	0	0	8	107
TOTAL QUESTIONNAIRE DISTRIBUTION	47	118	1180	119	22	0	48	1534
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	6	10	187	33	5	0	4	245
APPROXIMATE NET POPULATION BASE	41	108	993	86	17	0	44	1289
COMPLETED QUESTIONNAIRES RETURNED	13	30	335	22	7	0	15	422
APPROXIMATE RETURN RATE	32%	28%	34%	26%	41%	0%	34%	33%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 4194	UTAH SCHOOL FOR THE BLIND	74[illegible] HARRISON BLVD.	OGDEN	84404
ID CODE 4195	UTAH SCHOOL FOR THE DEAF AND BLIND	846 20TH STREET	OGDEN	84401

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN VERMONT

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN VERMONT, UNDER A PLAN SELECTED BY THE DIRECTOR OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES AND CONFIRMED BY THE COMMISSIONER OF EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, CURRENT AS OF JULY, 1977, WAS THE MOST UP-TO-DATE ONE WHICH COULD BE MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN FEBRUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR VERMONT. THE NAMES OF THE TWO PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	0	0	160	94	0	26	82	362
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	1	21	2	1	1	5	4	35
TOTAL QUESTIONNAIRE DISTRIBUTION	1	21	162	95	1	31	86	397
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	0	2	2	0	0	5	9
APPROXIMATE NET POPULATION BASE	1	21	160	93	1	31	81	388
COMPLETED QUESTIONNAIRES RETURNED	0	5	56	40	0	13	19	133
APPROXIMATE RETURN RATE	0%	24%	35%	43%	0%	42%	23%	34%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 4196	BRANDON TRAINING SCHOOL	BRANDON	05733
ID CODE 4197	AUSTINE SCHOOL FOR THE DEAF	BRATTLEBORO	05301

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN THE VIRGIN ISLANDS

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN THE VIRGIN ISLANDS, UNDER A PLAN SELECTED BY THE STATE DIRECTOR, DIVISION OF SPECIAL EDUCATION, QUESTIONNAIRES WERE MAILED BY ETS IN JANUARY, 1978 DIRECTLY TO THE DEPARTMENT OF EDUCATION FOR FORWARDING TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN ITS JURISDICTION. A CONFIRMATION OF THE NUMBER OF QUESTIONNAIRES ACTUALLY DISTRIBUTED WAS SENT TO ETS BY THE DEPARTMENT OF EDUCATION.

NO RESIDENTIAL SCHOOLS OR OTHER SPECIAL EDUCATION INSTITUTIONS IN THE VIRGIN ISLANDS PARTICIPATED IN THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR THE VIRGIN ISLANDS. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES FORWARDED TO INDIVIDUALS BY EDUCATION DEPARTMENT	2	5	31	6	4	4	3	55
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	0	0	0	1	0	0	1
APPROXIMATE NET POPULATION BASE	2	5	31	6	3	4	3	54
COMPLETED QUESTIONNAIRES RETURNED	1	0	11	2	1	4	3	22
APPROXIMATE RETURN RATE	50%	0%	35%	33%	33%	100%	100%	41%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN WASHINGTON

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN WASHINGTON, UNDER A PLAN SELECTED BY THE DIRECTOR, SPECIAL SERVICES SECTION, AND CONFIRMED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, THE NINE EDUCATIONAL SERVICE DISTRICTS WERE IDENTIFIED AS INTERMEDIARIES TO FORWARD THE QUESTIONNAIRES TO SCHOOL DISTRICTS WITHIN THEIR JURISDICTION. EACH SCHOOL DISTRICT WOULD THEN BE RESPONSIBLE FOR DISTRIBUTING THE QUESTIONNAIRES TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL IN THAT DISTRICT.

IN JANUARY, 1978, USING INFORMATION ON NUMBERS OF SPECIAL EDUCATION PERSONNEL, BY HANDICAP SPECIALTY, SUPPLIED BY THE DIVISION OF SPECIAL PROGRAMS AND SERVICES, QUESTIONNAIRES WERE MAILED TO EACH ESD FOR DISTRIBUTION TO SCHOOL DISTRICTS UNDER ITS JURISDICTION. EACH DISTRICT WAS ASKED TO SEND ETS A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO SPECIAL EDUCATION PERSONNEL. THEREAFTER, 74 DISTRICTS WERE DELETED FROM THE STUDY--24 AT THEIR OWN REQUEST, AND 50 BECAUSE THEY FAILED, AFTER REPEATED FOLLOW-UP, TO RESPOND TO THE ETS REQUEST FOR INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES DISTRIBUTED, AND WERE ASSUMED TO HAVE DISTRIBUTED NONE.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY. IN JANUARY, 1978, QUESTIONNAIRES WERE MAILED DIRECTLY TO 7 FACILITIES. ALL BUT ONE SENT ETS INFORMATION CONFIRMING THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED. THIS ONE WAS DELETED.

THE TABLE BELOW CONTAINS A SUMMARY OF DISTRIBUTION AND RETURN DATA FOR WASHINGTON. A LIST OF THE 121 PARTICIPATING DISTRICTS AND 6 RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEARS ON PAGES 2A-2F. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRES DISTRIBUTED ACCORDING TO REPORT OF								
DISTRICT CONTACT	7	92	1173	10	77	173	76	1608
FACILITY CONTACT	14	47	15	4	0	44	23	147
TOTAL QUESTIONNAIRE DISTRIBUTION	21	139	1188	14	77	217	99	1755
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	2	4	0	2	2	0	10
APPROXIMATE NET POPULATION BASE	21	137	1184	14	75	215	99	1745
COMPLETED QUESTIONNAIRES RETURNED	6	52	441	4	33	64	34	634
APPROXIMATE RETURN RATE	29%	38%	37%	29%	44%	30%	34%	36%

INTRODUCTION

QUESTIONNAIRE DISTRIBUTION IN WEST VIRGINIA

THE DETAILS OF THE DISTRIBUTION PROCEDURE DIFFERED SOMEWHAT FROM STATE TO STATE. IN WEST VIRGINIA, UNDER A PLAN SELECTED BY THE DIRECTOR OF SPECIAL EDUCATION AND STUDENT SUPPORT SYSTEMS AND CONFIRMED BY THE STATE SUPERINTENDENT OF SCHOOLS, QUESTIONNAIRES WERE MAILED BY ETS DIRECTLY TO SPECIAL EDUCATION TEACHERS, SUPERVISORS, AND OTHER SPECIAL EDUCATION PERSONNEL THROUGHOUT THE STATE, USING A LIST OF NAMES, ADDRESSES, AND HANDICAP SPECIALIZATIONS PROVIDED BY THE STATE DEPARTMENT OF EDUCATION. THIS LIST, SENT TO ETS IN THE FALL OF 1976, WAS THE MOST UP-TO-DATE ONE WHICH THE DEPARTMENT OF EDUCATION MADE AVAILABLE IN TIME FOR THE QUESTIONNAIRE MAILOUT.

RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS PARTICIPATED AT THE OPTION OF THEIR PRINCIPAL OR DIRECTOR, WHO, IN THE FALL OF 1977, INFORMED ETS OF THE NUMBERS OF QUESTIONNAIRES OF EACH FORM NEEDED FOR DISTRIBUTION TO SPECIAL EDUCATION TEACHERS AND SUPERVISORS IN HIS FACILITY.

IN FEBRUARY, 1978, QUESTIONNAIRES WERE MAILED TO ALL SPECIAL EDUCATION PERSONNEL ON THE STATE-PROVIDED LIST AND TO ALL RESIDENTIAL SCHOOLS AND SPECIAL EDUCATION INSTITUTIONS WHICH HAD AGREED TO PARTICIPATE. A CONFIRMATION OF THE NUMBERS OF QUESTIONNAIRES ACTUALLY DISTRIBUTED TO TEACHERS AND SUPERVISORS IN EACH FACILITY WAS SENT TO ETS BY THE PRINCIPAL/DIRECTOR IN ALL BUT ONE CASE. THIS ONE, WHICH, AFTER REPEATED FOLLOW-UP, FAILED TO CONFIRM DISTRIBUTION, WAS ASSUMED TO HAVE DISTRIBUTED NONE AND WAS DELETED FROM THE STUDY.

THE TABLE BELOW CONTAINS A SUMMARY OF MAILOUT AND RETURN DATA FOR WEST VIRGINIA. THE NAMES OF THE TWO PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS APPEAR BELOW. ALL INDIVIDUAL RESPONSE TO THE QUESTIONNAIRE WAS ENTIRELY VOLUNTARY. THE READER IS CAUTIONED TO CONSIDER THE SIZE AND REPRESENTATIVENESS OF THE SAMPLE IN INTERPRETING AND DRAWING CONCLUSIONS FROM THE DATA IN THIS REPORT.

NUMBERS OF QUESTIONNAIRES FOR EACH FORM

(FOR MORE EXPLICIT SPECIFICATION OF HANDICAP AREAS SERVED BY EACH QUESTIONNAIRE FORM, SEE PAGE 2 OF THIS INTRODUCTION.)

	BLIND	DEAF	EMR/LD	SPEECH	PHYS/ORTHO	SEVERE	SUPERVISORS	TOTAL
QUESTIONNAIRE MAILOUT TO INDIVIDUALS	11	27	1278	194	24	130	57	1721
QUESTIONNAIRES DISTRIBUTED BY RESIDENTIAL INSTITUTIONS	10	38	1	1	0	1	1	52
TOTAL QUESTIONNAIRE DISTRIBUTION	21	65	1279	195	24	131	58	1773
APPROXIMATE NUMBER OF QUESTIONNAIRES RETURNED AS DUPLICATE/INAPPROPRIATE (SUBTRACTED FROM TOTAL DISTRIBUTION)	0	1	69	0	2	8	7	87
APPROXIMATE NET POPULATION BASE	21	64	1210	195	22	123	51	1686
COMPLETED QUESTIONNAIRES RETURNED	12	30	295	55	8	37	24	4[illegible]
APPROXIMATE RETURN RATE	57%	47%	24%	28%	36%	30%	47%	27%

PARTICIPATING RESIDENTIAL SCHOOLS AND OTHER SPECIAL EDUCATION INSTITUTIONS

ID CODE 4208	GREENBRIER COMMUNITY MR CENTER	103 CHURCH STREET	LEWISBURG	24901
ID CODE 4209	WEST VIRGINIA SCHOOL FOR THE DEAF AND BLIND		ROMNEY	26757

USERS' GUIDE TO NNA ANALYSIS

ORGANIZATION OF THIS REPORT

THIS REPORT IS DIVIDED INTO FIVE SECTIONS, CORRESPONDING TO THE FIVE MAJOR AREAS OF INQUIRY DESCRIBED IN THE INTRODUCTION:

I. MEDIA AND MATERIALS PRIORITY NEEDS
II. GENERAL ITEMS ABOUT SPECIAL EDUCATION MEDIA AND MATERIALS
III. TRAINING IN THE USE OF SPECIAL EDUCATION MEDIA AND MATERIALS
IV. DISTRIBUTION OF SPECIAL EDUCATION MEDIA AND MATERIALS
V. INFORMATION ABOUT SPECIAL EDUCATION MEDIA AND MATERIALS

WITHIN EACH SECTION, THE DATA ARE PRESENTED SEPARATELY FOR EACH OF THE FOLLOWING RESPONDENT POPULATIONS, CORRESPONDING TO THE HANDICAP-SPECIFIC QUESTIONNAIRE FORMS DESCRIBED IN THE INTRODUCTION:

1. TEACHERS OF THE BLIND AND VISUALLY IMPAIRED
2. TEACHERS OF THE DEAF AND HARD OF HEARING
3. TEACHERS OF THE SPECIFIC LEARNING DISABLED, MILDLY (EDUCABLE) MENTALLY RETARDED, EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED
4. TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED
5. TEACHERS OF THE PHYSICALLY/ORTHOPEDICALLY HANDICAPPED
6. TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED
7. SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS
8. TEACHERS IN SPECIAL EDUCATION (I.E., TEACHERS FROM ALL HANDICAP AREAS COVERED BY QUESTIONNAIRE FORMS 1-6 COMBINED)

FOR EACH AREA OF INQUIRY, THEN, THE DATA ARE FIRST PRESENTED SEPARATELY FOR EACH HANDICAP-SPECIFIC QUESTIONNAIRE FORM FOR SPECIAL EDUCATION TEACHERS, THEN FOR SUPERVISORS AND OTHER SPECIAL EDUCATION PERSONNEL, AND FINALLY FOR THE TOTAL RESPONDENT POPULATION--ALL HANDICAP AREAS COMBINED--OF SPECIAL EDUCATION TEACHERS. THE PRESENTATION FOR EACH RESPONDENT POPULATION WITHIN A GIVEN SECTION GENERALLY FOLLOWS THE SAME ORGANIZATIONAL PLAN.

USERS' GUIDE TO NNA ANALYSIS

GENERAL GUIDELINES FOR READING THIS REPORT

1. IN THE UPPER LEFT CORNER OF EACH PAGE APPEARS A DESCRIPTION OF THE RESPONDENT POPULATION (I.E., ONE OF THE EIGHT RESPONDENT POPULATIONS INDICATED ON THE PREVIOUS PAGE). THIS POPULATION WILL GENERALLY BE THE SAME FOR ALL QUESTIONS WITHIN A GIVEN SECTION.

2. THE SIZE OF THE RESPONDENT POPULATION APPEARS IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE ITS DESCRIPTION.

3. THE CENTERED HEADING WHICH NEXT APPEARS ON THE PAGE INDICATES THE SECTION (I.E., ONE OF THE FIVE SECTIONS PRESENTED ON THE PREVIOUS PAGE).

4. THE TEXT OF THE QUESTIONS IS TAKEN AS LITERALLY AS POSSIBLE FROM THE QUESTIONNAIRE (SOME REPHRASING AND ABBREVIATIONS WERE REQUIRED TO ACCOMMODATE SPACING NEEDS). GENERALLY, EACH RESPONSE ALTERNATIVE IS ACCOMPANIED BY BOTH THE FREQUENCY AND PERCENTAGE OF THE RESPONDENT POPULATION WHO SELECTED THAT ALTERNATIVE. UNLESS INDICATED OTHERWISE (NOTE PARTICULARLY IN SECTION I), EACH PERCENTAGE IS CALCULATED USING THE NUMBER OF RESPONDENTS IN THE UPPER RIGHT CORNER OF THE PAGE AS A BASE.

5. WHERE APPROPRIATE, RESPONSE ALTERNATIVES ARE PRESENTED IN ORDER OF DECREASING FREQUENCY OF RESPONSE. FOR QUESTIONS WITH A "NATURAL" ORDERING OF RESPONSE ALTERNATIVES, THAT ORDER IS MAINTAINED IN THE PRESENTATION.

6. QUESTIONS WERE GENERALLY OF THREE TYPES: THOSE FOR WHICH THE RESPONDENT WAS ASKED TO INDICATE THE ONE BEST RESPONSE, THOSE FOR WHICH ALL APPROPRIATE RESPONSES WERE TO BE MARKED, AND THOSE WHICH CALLED FOR A SINGLE BEST RESPONSE, BUT FROM A RESTRICTED GROUP OF RESPONDENTS--FOR EXAMPLE, IN QUESTION 6 OF SECTION V, ONLY THOSE RESPONDENTS WHO HAD ACTUALLY USED A GIVEN SOURCE OF INFORMATION ABOUT MEDIA AND MATERIALS WERE ASKED TO INDICATE HOW VALUABLE THAT INFORMATION SOURCE WAS.

   BELOW ALL QUESTIONS OF THE FIRST TYPE APPEAR THE FREQUENCY AND PERCENTAGE FOR "INVALID OR NO RESPONSE"--ALL OMITTED OR MULTIPLY MARKED RESPONSES. THIS FREQUENCY MAY BE TAKEN AS AN INDICATION OF BOTH THE DEGREE OF CLARITY OF THE ITEM AND THE CARE EXERCISED BY THE RESPONDENT IN CHOOSING A RESPONSE.

   FOR QUESTIONS OF THE SECOND TYPE, A COUNT OF OMITTED OR MULTIPLY MARKED RESPONSES WOULD BE INAPPROPRIATE, SINCE THE INTENTION IS TO MARK AS MANY OR AS FEW AS ARE APPLICABLE. IT SHOULD BE NOTED, HOWEVER, THAT WHERE MULTIPLE MARKING IS APPROPRIATE, THE PERCENTAGE OF RESPONSES TO THE SET OF RESPONSE ALTERNATIVES WILL USUALLY SUM TO MORE THAN 100%.

   FOR QUESTIONS OF THE THIRD TYPE, A COUNT OF OMITTED OR MULTIPLY MARKED RESPONSES WOULD BE INAPPROPRIATE, SINCE OMITTED RESPONSES MAY BE SIMPLY AN INDICATION OF NONMEMBERSHIP IN THE RESTRICTED RESPONDENT BASE (E.G., THE NON-USERS OF THE INFORMATION SOURCE). IT SHOULD BE NOTED, THEN, THAT IN QUESTIONS OF THIS TYPE, THE PERCENTAGE OF RESPONSES TO THE SET OF RESPONSE ALTERNATIVES WILL GENERALLY SUM TO LESS THAN 100%. TYPE THREE QUESTIONS ARE IDENTIFIED AS SUCH IN THE INTRODUCTION TO THE SUBSECTIONS IN WHICH THEY APPEAR.

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS: ORGANIZATION OF THIS SECTION

THE DATA PRESENTED IN THIS SECTION CONSIST OF THE PRIORITIZED MEDIA AND MATERIALS NEEDS AND THE QUESTIONS RELATED TO THESE PRIORITIES WHICH APPEARED ON PAGES 4-5 OF THE NNA QUESTIONNAIRE. THE RESPONDENT'S TASK IN THIS SECTION WAS TWO-FOLD:

1. FROM THE CONTENTS OF THE QUESTIONNAIRE FOLD-IN SHEET, THE RESPONDENT WAS ASKED TO IDENTIFY THE THREE HIGHEST PRIORITY NEEDS FOR MEDIA AND MATERIALS MOST APPARENT IN HIS DAY-TO-DAY WORK WITH HANDICAPPED STUDENTS. THESE PRIORITIES WERE TO BE SPECIFIED IN TERMS OF BOTH THE CURRICULUM AREA SUCH MATERIALS SHOULD COVER AND CERTAIN BASIC CHARACTERISTICS OF THE STUDENTS FOR WHOM THEY ARE NEEDED.

2. FOR EACH OF THE THREE PRIORITIES, THE RESPONDENT WAS ASKED TO ANSWER A SET OF QUESTIONS WITH REFERENCE TO THE PRIORITY AREA CHOSEN. FOR THE TEACHER POPULATIONS, THESE QUESTIONS CONCERNED THE NUMBER OF TARGET STUDENTS FOR THAT PRIORITY AREA, THE FORMAT(S) IN WHICH THE RESPONDENT WOULD LIKE TO SEE MATERIALS DEVELOPED, THE PRIMARY REASON WHY DEVELOPMENT OF NEW MATERIALS IS NEEDED, AND THE INADEQUACIES OF CURRENTLY AVAILABLE MATERIALS IN THE PARTICULAR PRIORITY AREA. FOR THE POPULATION OF SUPERVISORS AND OTHER SPECIAL EDUCATION PERSONNEL, THE QUESTIONS CONCERNED THE NUMBER OF TEACHERS REQUESTING MATERIALS DEVELOPMENT IN THAT PRIORITY AREA, THE INADEQUACIES OF CURRENTLY AVAILABLE MATERIALS IN THAT PRIORITY AREA, AND THE FORMAT(S) IN WHICH THE RESPONDENT WOULD LIKE TO SEE MATERIALS DEVELOPED.

EACH RESPONDENT, THEN, CHOSE THREE PRIORITY AREAS FOR MATERIALS DEVELOPMENT AND ANSWERED THE PRIORITY-RELATED QUESTIONS FOR EACH PRIORITY AREA. FOR PURPOSES OF DATA ANALYSIS, NO DISTINCTION IS MADE IN THIS REPORT BETWEEN FIRST, SECOND, AND THIRD CHOICES--A PRIORITY IS RECOGNIZED ONLY AS BEING AMONG THE RESPONDENT'S TOP THREE CHOICES.

AS INDICATED ON PAGE 1 OF THIS USERS' GUIDE, THE DATA FOR THIS SECTION ARE PRESENTED SEPARATELY FOR THE EIGHT RESPONDENT POPULATIONS. WITHIN EACH OF THESE, THE REPORT IS ORGANIZED IN THE FOLLOWING WAY.

THE FIRST ELEMENT CONSISTS OF A DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION INDICATED IN THE UPPER LEFT CORNER OF THE PAGE. NEXT APPEAR THE ANALYSES DEALING WITH THE SELECTION OF THE HIGHEST PRIORITY CURRICULUM AREAS, FOLLOWED BY VARIOUS ANALYSES OF THE PRIORITY-RELATED QUESTIONS.

FOR ALL RESPONDENT POPULATIONS EXCEPT THE ENTIRE SPECIAL EDUCATION TEACHER POPULATION, THE REPORT CONTINUES WITH A DISTRIBUTION OF STUDENT CHARACTERISTICS (E.G., CHRONOLOGICAL AGE OR INTEREST LEVEL, FUNCTIONAL LEVEL, PROBLEM OR HANDICAP AREA) FOR WHICH THE HIGHEST PRIORITY MATERIALS NEEDS EXIST. THIS IS FOLLOWED BY IDENTIFICATION OF HIGH PRIORITY CURRICULUM AREAS AND ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR TARGET STUDENTS CLASSIFIED BY THESE CHARACTERISTICS.

THE REPORT CONCLUDES WITH A SIMILAR ANALYSIS OF THE PRIORITIES SELECTED BY RESPONDENT POPULATION SUBGROUPS--PUBLIC SCHOOL TEACHERS AND INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FOR EACH OF THE SIX HANDICAP-SPECIFIC TEACHER RESPONDENT POPULATIONS; AND SEPARATELY FOR SUPERVISORS AND FOR OTHER SPECIAL EDUCATION PERSONNEL.

THE FOLLOWING PAGE CONTAINS A TABLE OF CONTENTS FOR SECTION I. PRECEDING AND INTERLEAVED THROUGHOUT THE ANALYSES FOR EACH RESPONDENT POPULATION ARE DESCRIPTIONS OF THE ENSUING PAGES OF THE REPORT.

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS: TABLE OF CONTENTS

RESPONDENT POPULATIONS 1-6: THE SIX HANDICAP-SPECIFIC POPULATIONS OF SPECIAL EDUCATION TEACHERS
RESPONDENT POPULATION 7: SUPERVISORS AND OTHER SPECIAL EDUCATION PERSONNEL

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION

PRIORITIZED CURRICULUM AREA ANALYSES

SUBSECTION B. DISTRIBUTION OF ALL CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT
SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT
SUBSECTION D. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM AREAS LISTED IN SUBSECTION C
SUBSECTION E. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM CLUSTERS (FROM SUBSECTION B) (RESPONDENT POPULATIONS 1-6 ONLY)
SUBSECTION F. ANALYSIS OF THE PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

PRIORITIZED STUDENT CHARACTERISTICS ANALYSES

SUBSECTION G. DISTRIBUTION OF STUDENT CHARACTERISTICS (E.G., CHRONOLOGICAL AGE OR INTEREST LEVEL, FUNCTIONAL LEVEL, PROBLEM OR HANDICAP AREA) FOR WHICH THE HIGHEST PRIORITY MATERIALS NEEDS EXIST
SUBSECTION H. CURRICULUM AREA ANALYSES FOR STUDENT CHRONOLOGICAL AGE OR INTEREST LEVELS
SUBSECTION J. CURRICULUM AREA ANALYSES FOR STUDENT PROBLEM OR HANDICAP AREAS (RESPONDENT POPULATIONS 2-7 ONLY)

RESPONDENT POPULATION SUBGROUP ANALYSES

SUBSECTION K. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF
PUBLIC SCHOOL TEACHERS (RESPONDENT POPULATIONS 1-6 ONLY)
SPECIAL EDUCATION SUPERVISORS (RESPONDENT POPULATION 7 ONLY)

SUBSECTION L. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF
PUBLIC SCHOOL TEACHERS (RESPONDENT POPULATIONS 1-6 ONLY)
SPECIAL EDUCATION SUPERVISORS (RESPONDENT POPULATION 7 ONLY)

SUBSECTION M. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF
INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS (RESPONDENT POPULATIONS 1-6 ONLY)
OTHER SPECIAL EDUCATION PERSONNEL (RESPONDENT POPULATION 7 ONLY)

SUBSECTION N. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF
INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS (RESPONDENT POPULATIONS 1-6 ONLY)
OTHER SPECIAL EDUCATION PERSONNEL (RESPONDENT POPULATION 7 ONLY)

RESPONDENT POPULATION 8: TEACHERS IN SPECIAL EDUCATION (THE ENTIRE SPECIAL EDUCATION TEACHER RESPONDENT POPULATION)

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION
SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT
SUBSECTION F. ANALYSIS OF THREE OF THE FOUR PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION ABOVE. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	39	5.7	69	10.1	124	18.1
BACHELOR'S DEGREE	113	16.5	140	20.4	81	11.8
WORK BEYOND THE B.A.	192	28.0	161	23.5	56	8.2
MASTER'S DEGREE	129	18.8	81	11.8	23	3.4
WORK BEYOND THE M.A.	138	20.1	72	10.5	23	3.4
PH.D., ED.D.	2	0.3	1	0.1	0	0.0
NONE	15	2.2	20	2.9	83	12.1
INVALID OR NO RESPONSE	57	8.3	141	20.6	295	43.1

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	57	8.3	124	18.1
1 TO 3 YEARS	153	22.3	130	19.0
4 TO 7 YEARS	202	29.5	75	10.9
8 TO 15 YEARS	181	26.4	45	6.6
16 OR MORE YEARS	74	10.8	29	4.2
NONE	2	0.3	100	14.6
INVALID OR NO RESPONSE	16	2.3	182	26.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- ALL SUBJECTS	161	23.5
ITINERANT TEACHER	142	20.7
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	112	16.4
REGULAR CLASSROOM TEACHER	75	10.9
RESOURCE ROOM TEACHER	57	8.3
ITINERANT RESOURCE PERSON	35	5.1
MEDIA SPECIALIST OR LIBRARIAN	11	1.6
DIAGNOSTIC/PRESCRIPTIVE TEACHER	9	1.3
CLINICIAN/THERAPIST/PATHOLOGIST	4	0.6
HOME/HOSPITAL-BOUND TEACHER	2	0.3
OTHER	47	6.9
INVALID OR NO RESPONSE	30	4.4

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
5 TO 9	210	30.7
10 TO 19	191	27.9
20 TO 29	89	13.0
40 OR MORE	73	10.7
4 OR FEWER	60	8.8
30 TO 39	50	7.3
INVALID OR NO RESPONSE	12	1.8

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH INDIVIDUAL STUDENTS	378	55.2
WITH SMALL GROUPS (2 TO 6 STUDENTS)	223	32.6
WITH LARGER GROUPS (7 OR MORE STUDENTS)	62	9.1
INVALID OR NO RESPONSE	22	3.2

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	213	31.1
12 AND OLDER	102	14.9
5 TO 8	80	11.7
9 TO 11	69	10.1
12 TO 14	59	8.6
15 TO 17	56	8.2
11 AND YOUNGER	45	6.6
4 AND YOUNGER	20	2.9
18 AND OLDER	19	2.8
INVALID OR NO RESPONSE	22	3.2

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	297	43.4
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	196	28.6
PRIVATE OR NONPUBLIC AGENCY	27	3.9
OTHER AGENCY	136	19.9
INVALID OR NO RESPONSE	29	4.2

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SPECIAL EDUCATION RESIDENTIAL SCHOOL	300	43.8
REGULAR SCHOOL	294	42.9
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	38	5.5
DEVELOPMENTAL CENTER	8	1.2
HOSPITAL	5	0.7
CLINIC OR REHABILITATION AGENCY	2	0.3
OTHER FACILITY	22	3.2
INVALID OR NO RESPONSE	16	2.3

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
100 TO 249	209	30.5
250 TO 499	140	20.4
LESS THAN 100	92	13.4
500 TO 999	62	9.1
1,000 OR MORE	55	8.0
NOT APPLICABLE	113	16.5
INVALID OR NO RESPONSE	14	2.0

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
MEDIUM-SIZE CITY (100,000 -- 500,000)	159	23.2
LARGE CITY (500,000 OR LARGER)	146	21.3
SMALL CITY (25,000 -- 100,000)	144	21.0
TOWN (25,000 OR UNDER)	108	15.8
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	42	6.1
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	42	6.1
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	27	3.9
INVALID OR NO RESPONSE	17	2.5

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION B. DISTRIBUTION OF ALL CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

PRESENTED ON THE FOLLOWING FOUR PAGES ARE THE CURRICULUM AREAS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION--THE DOMAIN FROM WHICH THE RESPONDENT'S TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT WERE SELECTED. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. EACH CURRICULUM AREA IS ONE OF A SET OF RELATED CURRICULUM AREAS CALLED A CURRICULUM CLUSTER. THE CURRICULUM AREAS ARE GROUPED WITHIN CURRICULUM CLUSTERS IN DECREASING FREQUENCY ORDER.

A CURRICULUM CLUSTER FREQUENCY IS DETERMINED BY THE NUMBER OF RESPONDENTS WHO SELECTED AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AMONG THEIR TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.* THUS, A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS. THE CLUSTERS THEMSELVES ARE PRESENTED IN DECREASING CLUSTER FREQUENCY ORDER; LISTED FIRST ARE THOSE FOR WHICH THE GREATEST PERCENTAGE OF RESPONDENTS CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THE CLUSTER AMONG HIS TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.

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*IN CASES WHERE A RESPONDENT CHOSE TWO OR ALL THREE CURRICULUM AREAS WITHIN A GIVEN CLUSTER, HE STILL IS COUNTED AS ONLY ONE RESPONDENT FOR THAT CLUSTER. CONSEQUENTLY, THE TOTAL CLUSTER FREQUENCY IS NOT, IN GENERAL, EQUAL TO THE SUM OF THE FREQUENCIES OF CURRICULUM AREAS WITHIN THAT CLUSTER.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SOCIAL DEVELOPMENT	228	33.3
APPROPRIATE SOCIAL BEHAVIOR	106	15.5
SELF-ACCEPTANCE	65	9.5
INTERPERSONAL RELATIONS	38	5.5
SELF-IDENTIFICATION	22	3.2
HUMAN SEXUALITY (SEX EDUCATION)	18	2.6
SELF-EXPRESSION	12	1.8
LANGUAGE	225	32.8
LISTENING SKILLS	61	8.9
ORAL EXPRESSION	39	5.7
STUDY SKILLS AND REFERENCE SKILLS	33	4.8
BRAILLE WRITING SKILLS	31	4.5
ORAL COMPREHENSION	19	2.8
TYPING	19	2.8
SPELLING	16	2.3
GRAMMAR	12	1.8
COMPOSITION	12	1.8
HANDWRITING	10	1.5
CREATIVE WRITING	6	0.9
USE OF GRAPHS, CHARTS, DIAGRAMS	4	0.6
PERCEPTUAL/MOTOR DEVELOPMENT	196	28.6
VISUAL PERCEPTION	50	7.3
SENSORY MOTOR INTEGRATION	45	6.6
FINE MOTOR DEVELOPMENT	41	6.0
GROSS MOTOR DEVELOPMENT	31	4.5
BODY AWARENESS	22	3.2
TACTILE PERCEPTION	22	3.2
AUDITORY PERCEPTION	17	2.5
DIRECTIONALITY	7	1.0
KINESTHETIC PERCEPTION	4	0.6
PERCEPTUAL/MOTOR SEARCH TECHNIQUES	4	0.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING	195	28.5
READING COMPREHENSION	57	8.3
REMEDIAL READING	48	7.0
WORD ATTACK SKILLS	47	6.9
READING READINESS SKILLS	32	4.7
READING VOCABULARY DEVELOPMENT	24	3.5
DEVELOPMENT OF READING RATE	19	2.8
READING APPRECIATION/RECREATIONAL READING	9	1.3
COGNITIVE DEVELOPMENT	175	25.5
CONCEPT DEVELOPMENT	80	11.7
ATTENDING/RESPONDING	61	8.9
DECISION MAKING SKILLS	26	3.8
MEMORY	6	0.9
COGNITIVE SEQUENCING	5	0.7
ASSOCIATION	2	0.3
CLASSIFICATION	1	0.1
DAILY LIVING SKILLS	148	21.6
DRESSING, GROOMING AND PERSONAL HYGIENE	50	7.3
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	43	6.3
FEEDING AND EATING	26	3.8
LIFE-LONG LEISURE SKILLS	19	2.8
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	17	2.5
FOOD PREPARATION	13	1.9
TOILETING	10	1.5
CHILD CARE	2	0.3
DRIVER'S EDUCATION	0	0.0
CAREER EDUCATION	143	20.9
JOB PREPARATION/SKILLS DEVELOPMENT	69	10.1
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	52	7.6
EXPLORATION OF CAREERS	31	4.5
AWARENESS OF PEOPLE AND THEIR WORK	14	2.0
VOCATIONAL ADJUSTMENT	14	2.0
JOB SEEKING/INTERVIEW SKILLS	5	0.7

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
MATHEMATICS	108	15.8
COMPUTATION	37	5.4
PROBLEM SOLVING/MATHEMATICS APPLICATION	31	4.5
MATHEMATICS READINESS (VOCABULARY, RELATIONSHIPS)	15	2.2
CONSUMER MATHEMATICS	11	1.6
DECIMALS, PERCENTAGE, RATIO, FRACTIONS	9	1.3
MEASUREMENT, TIME, MONEY	7	1.0
NUMERATION	6	0.9
METRIC SYSTEM	5	0.7
GEOMETRY/ALGEBRA	3	0.4
INDEPENDENT MOVEMENT AND TRAVEL	70	10.2
SPATIAL ORIENTATION AND AWARENESS	38	5.5
INDEPENDENT TRAVEL TECHNIQUES	24	3.5
POSTURE AND GAIT	10	1.5
USE OF CUES IN MOVEMENT	6	0.9
COGNITIVE MAPPING FOR INDEPENDENT MOVEMENT AND TRAVEL	4	0.6
PHYSICAL EDUCATION	44	6.4
PHYSICAL FITNESS AND EXERCISE	30	4.4
SPORTS AND GAMES	13	1.9
RHYTHM AND MOVEMENT	9	1.3
SOCIAL SCIENCE	28	4.1
MAP AND GLOBE READING	13	1.9
GEOGRAPHY	6	0.9
HISTORY	6	0.9
POLITICAL SCIENCE/GOVERNMENT	4	0.6
CITIZENSHIP RESPONSIBILITIES	3	0.4
SOCIOLOGY/SOCIAL PROBLEMS	2	0.3
ECONOMICS	2	0.3
PSYCHOLOGY	1	0.1

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
FINE ARTS	28	4.1
SKILL DEVELOPMENT IN MUSIC	14	2.0
SKILL DEVELOPMENT IN ARTS AND CRAFTS	12	1.8
APPRECIATION OF ARTS, CRAFTS, MUSIC	7	1.0
NATURAL AND PHYSICAL SCIENCE	25	3.6
LIFE SCIENCE (E.G., PLANTS, MAMMALS, INSECTS)	13	1.9
PHYSICAL SCIENCE (E.G., ELECTRICITY, MAGNETISM, SIMPLE MACHINES)	9	1.3
HUMAN PHYSIOLOGY AND REPRODUCTION	6	0.9
EARTH SCIENCE (E.G., LAND FORMS, MINERALS, WEATHER)	6	0.9
ENVIRONMENTAL SCIENCE/ECOLOGY	4	0.6
CHEMISTRY	2	0.3
HEALTH AND SAFETY	14	2.0
PHYSICAL HEALTH/NUTRITION	8	1.2
MENTAL HEALTH	5	0.7
FIRST AID/SAFETY EDUCATION	2	0.3
DRUG EDUCATION (DRUGS, ALCOHOL, TOBACCO)	0	0.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

ON THE FOLLOWING PAGE IS A LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA AND MATERIALS DEVELOPMENT SELECTED BY THE RESPONDENT POPULATION ABOVE. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. THE CURRICULUM AREAS APPEAR IN DECREASING FREQUENCY ORDER.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	106	15.5
CONCEPT DEVELOPMENT	80	11.7
JOB PREPARATION/SKILLS DEVELOPMENT	69	10.1
SELF-ACCEPTANCE	65	9.5
ATTENDING/RESPONDING	61	8.9
LISTENING SKILLS	61	8.9
READING COMPREHENSION	57	8.3
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	52	7.6
VISUAL PERCEPTION	50	7.3
DRESSING, GROOMING AND PERSONAL HYGIENE	50	7.3
REMEDIAL READING	48	7.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION D. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM AREAS LISTED IN SUBSECTION C

EACH OF THE HIGHEST PRIORITY CURRICULUM AREAS LISTED IN SUBSECTION C WAS EXPLORED IN DEPTH THROUGH A SERIES OF QUESTIONS ANSWERED BY THE RESPONDENT IN RELATION TO THAT PRIORITIZED CURRICULUM AREA. JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE, THE PRIORITIZED CURRICULUM AREA IS IDENTIFIED. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE THAT PARTICULAR CURRICULUM AREA AS EITHER THEIR FIRST, SECOND, OR THIRD PRIORITY. FOR EXAMPLE, THE CURRICULUM AREA "APPROPRIATE SOCIAL BEHAVIOR" IS THE MOST FREQUENTLY CITED AS AN AREA OF HIGH PRIORITY MATERIALS NEEDS, CHOSEN BY 106 RESPONDENTS OR 15.5% OF RESPONDENT POPULATION 1.

BELOW THE NUMBER OF RESPONDENTS WHO CHOSE THIS CURRICULUM AREA AT LEAST ONCE APPEARS THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES THAT THE CURRICULUM AREA WAS SELECTED.* IN THE CASE OF OUR EXAMPLE, THE TOTAL FREQUENCY OF RESPONSE WAS 108. IT IS THIS FIGURE, THE TOTAL FREQUENCY OF RESPONSES TO THE CURRICULUM AREA, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND THE FOUR PRIORITY RELATED QUESTIONS IN THE IN-DEPTH ANALYSIS.

THIS SUBSECTION CONSISTS OF A SEQUENCE OF THREE-PAGE ANALYSES OF THE PRIORITY-RELATED QUESTIONS, ONE SUCH SET FOR EACH PRIORITIZED CURRICULUM AREA LISTED IN SUBSECTION C. IN EACH CASE, PAGE 1 PRESENTS THE DISTRIBUTIONS OF SELECTED CHARACTERISTICS (I.E., CHRONOLOGICAL AGE AND FUNCTIONAL LEVEL) OF STUDENTS FOR WHOM MATERIALS NEEDS IN THE GIVEN CURRICULUM AREA ARE OF HIGHEST PRIORITY. THE MOST FREQUENTLY SELECTED LEVEL FOR EITHER CHARACTERISTIC INDICATES THE TYPE OF STUDENT FOR WHICH THE NEED IS MOST CRITICAL. IN THE EXAMPLE, THE CURRICULUM AREA "APPROPRIATE SOCIAL BEHAVIOR" IS MOST CRITICAL FOR STUDENTS AGED 9-11 (WITH 23.1% OF THE TOTAL RESPONSES), WHO FUNCTION AT INTERMEDIATE AND PRIMARY SCHOOL LEVELS (WITH 22.2% AND 21.3% OF THE RESPONSES, RESPECTIVELY).

PAGES 2 AND 3 OF EACH THREE-PAGE ANALYSIS CONTAIN THE RESPONSE FREQUENCIES TO THE FOUR PRIORITY-RELATED QUESTIONS WHICH APPEARED ON PAGES 4 AND 5 OF THE QUESTIONNAIRE.

THE FIRST QUESTION ASKS THE NUMBER OF STUDENTS FOR WHOM THE GIVEN PRIORITY IS CRITICAL. FROM THESE DATA, AN ESTIMATE OF THE NUMBER OF TARGET STUDENTS FOR MATERIALS DEVELOPMENT IN THIS PARTICULAR CURRICULUM AREA IS DERIVED. THIS ESTIMATE, TOGETHER WITH AN APPROXIMATE RANGE, APPEARS BELOW THE QUESTION. FOR THE EXAMPLE, THE ESTIMATED TARGET FIGURE IS 894 STUDENTS, WITH A RANGE BETWEEN 694 AND 1094.

THE REMAINING THREE QUESTIONS DEAL WITH CURRENTLY USED MATERIALS FORMATS AND PREFERENCES FOR FORMATS IN WHICH DEVELOPMENT IS NEEDED, PRIMARY REASON WHY DEVELOPMENT IS NEEDED, AND INADEQUACIES OF CURRENTLY AVAILABLE MATERIALS IN THIS PARTICULAR CURRICULUM AREA.

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*RECALL THAT EACH CURRICULUM AREA WAS CHOSEN IN CONJUNCTION WITH A SET OF STUDENT CHARACTERISTICS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET, ALONG WITH THE CURRICULUM AREAS. IT IS THUS POSSIBLE (THOUGH IT TURNED OUT TO BE RARE) THAT A RESPONDENT COULD CHOOSE THE SAME CURRICULUM AREA TWO OR EVEN THREE TIMES (E.G., AS A FIRST PRIORITY FOR STUDENTS AT ONE AGE LEVEL, SAY, AND AS A SECOND AND/OR THIRD PRIORITY FOR STUDENTS AT ANOTHER AGE LEVEL). THUS, THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA MAY BE GREATER THAN THE NUMBER OF RESPONDENTS WHO CHOSE IT.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	106	15.5
TOTAL RESPONSES TO THIS PRIORITY AREA	108	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	5	4.6
5 TO 8	15	13.9
9 TO 11	25	23.1
12 TO 14	14	13.0
15 TO 17	12	11.1
18 AND OVER	4	3.7
11 AND YOUNGER	10	9.3
12 AND OLDER	20	18.5
INVALID OR NO RESPONSE	3	2.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	3	2.8
PRE-SCHOOL, AGES 3-4	15	13.9
PRIMARY, GRADES K-3	23	21.3
INTERMEDIATE, GRADES 4-6	24	22.2
JUNIOR HIGH, GRADES 7-9	11	10.2
HIGH SCHOOL, GRADES 10-12	6	5.6
INTERMEDIATE AND BELOW	10	9.3
JUNIOR AND SENIOR HIGH	15	13.9
INVALID OR NO RESPONSE	1	0.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	106	15.5
TOTAL RESPONSES TO THIS PRIORITY AREA	108	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	17	15.7
3 TO 5	34	31.5
6 TO 10	25	23.1
11 TO 15	11	10.2
16 OR MORE	19	17.6
INVALID OR NO RESPONSE	2	1.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 694 AND 1094 MIDPOINT 894

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	36	33.3
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	36	33.3
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	35	32.4
GAMES, TOYS, PUZZLES	31	28.7
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	28	25.9
MANIPULATIVE OBJECTS AND TOOLS	19	17.6
PROJECTED VISUALS (E.G., FILMS)	14	13.0
OTHER RECORDED MATERIALS	13	12.0
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	12	11.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	11	10.2
LARGE TYPE WORKBOOKS, WORKTEXTS	11	10.2
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	11	10.2
BRAILLE WORKBOOKS, WORKTEXTS	9	8.3
MODELS	9	8.3
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	8	7.4
MULTIMEDIA KITS	7	6.5
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	5	4.6
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	4	3.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	55	50.9
GAMES, TOYS, PUZZLES	48	44.4
LARGE TYPE WORKBOOKS, WORKTEXTS	43	39.8
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	43	39.8
MULTIMEDIA KITS	43	39.8
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	42	38.9
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	42	38.9
BRAILLE MAGAZINES, SPECIALIZED COMICS	41	38.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	41	38.0
BRAILLE WORKBOOKS, WORKTEXTS	39	36.1
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	34	31.5
OTHER RECORDED MATERIALS	31	28.7
PROJECTED VISUALS (E.G., FILMS)	27	25.0
MANIPULATIVE OBJECTS AND TOOLS	26	24.1
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	22	20.4
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	20	18.5
MODELS	19	17.6
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	18	16.7

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	106	15.5
TOTAL RESPONSES TO THIS PRIORITY AREA	108	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	37	34.3
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	35	32.4
AVAILABLE MATERIALS POOR IN QUALITY	12	11.1
AVAILABLE MATERIALS TOO COSTLY	5	4.6
INVALID OR NO RESPONSE	19	17.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	33	30.6
INTEREST LEVEL INAPPROPRIATE	25	23.1
NOT ENOUGH REPETITION, REINFORCEMENT	23	21.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	21	19.4
CONCEPT LEVEL INAPPROPRIATE	18	16.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	18	16.7
NOT RELEVANT TO MY CURRICULUM	16	14.8
POOR SEQUENCING OF LEARNING COMPONENTS	12	11.1
LANGUAGE LEVEL NOT UNIFORM	9	8.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	4	3.7
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	30	27.8
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	30	27.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	23	21.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	17	15.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	17	15.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	15	13.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	12	11.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	11	10.[illegible]
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	10	9.3
REQUIRES TOO MUCH TEACHER TRAINING	5	4.6
INADEQUATE TEACHER DIRECTIONS	4	3.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	24	22.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	19	17.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	9	8.3
POOR AUDIO QUALITY	7	6.5
POOR DURABILITY	7	6.5
DIFFICULT TO OPERATE AND/OR USE	4	3.7
DIFFICULT TO STORE/NOT PORTABLE	2	1.9
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	80	11.7
TOTAL RESPONSES TO THIS PRIORITY AREA	81	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	9	11.1
5 TO 8	24	29.6
9 TO 11	15	18.5
12 TO 14	6	7.4
15 TO 17	2	2.5
18 AND OVER	2	2.5
11 AND YOUNGER	15	18.5
12 AND OLDER	8	9.9
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	2	2.5
PRE-SCHOOL, AGES 3-4	24	29.6
PRIMARY, GRADES K-3	23	28.4
INTERMEDIATE, GRADES 4-6	9	11.1
JUNIOR HIGH, GRADES 7-9	3	3.7
HIGH SCHOOL, GRADES 10-12	1	1.2
INTERMEDIATE AND BELOW	16	19.8
JUNIOR AND SENIOR HIGH	2	2.5
INVALID OR NO RESPONSE	1	1.2

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	80	11.7
TOTAL RESPONSES TO THIS PRIORITY AREA	81	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	10	12.3
3 TO 5	21	25.9
6 TO 10	23	28.4
11 TO 15	9	11.1
16 OR MORE	14	17.3
INVALID OR NO RESPONSE	4	4.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 534 AND 840 MIDPOINT 687

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	54	66.7
MANIPULATIVE OBJECTS AND TOOLS	53	65.4
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	41	50.6
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	39	48.1
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	32	39.5
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	32	39.5
LARGE TYPE WORKBOOKS, WORKTEXTS	31	38.3
MODELS	28	34.6
OTHER RECORDED MATERIALS	21	25.9
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	20	24.7
BRAILLE WORKBOOKS, WORKTEXTS	19	23.5
PROJECTED VISUALS (E.G., FILMS)	16	19.8
MULTIMEDIA KITS	15	18.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	14	17.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	11	13.6
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	10	12.3
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	9	11.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	8	9.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	53	65.4
MANIPULATIVE OBJECTS AND TOOLS	48	59.3
MULTIMEDIA KITS	41	50.6
MODELS	40	49.4
LARGE TYPE WORKBOOKS, WORKTEXTS	37	45.7
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	36	44.4
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	35	43.2
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	34	42.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	30	37.0
BRAILLE WORKBOOKS, WORKTEXTS	29	35.8
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	28	34.6
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	27	33.3
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	25	30.9
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	24	29.6
OTHER RECORDED MATERIALS	21	25.9
PROJECTED VISUALS (E.G., FILMS)	21	25.9
BRAILLE MAGAZINES, SPECIALIZED COMICS	15	18.5
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	14	17.3

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	80	11.7
TOTAL RESPONSES TO THIS PRIORITY AREA	81	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	47	58.0
AVAILABLE MATERIALS POOR IN QUALITY	9	11.1
AVAILABLE MATERIALS TOO COSTLY	8	9.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	5	6.2
INVALID OR NO RESPONSE	12	14.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	36	44.4
NOT ENOUGH REPETITION, REINFORCEMENT	35	43.2
INTEREST LEVEL INAPPROPRIATE	29	35.8
CONCEPT LEVEL INAPPROPRIATE	29	35.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	23	28.4
POOR SEQUENCING OF LEARNING COMPONENTS	23	28.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	17	21.0
NOT RELEVANT TO MY CURRICULUM	16	19.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	13.6
LANGUAGE LEVEL NOT UNIFORM	10	12.3
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	35	43.2
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	33	40.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	31	38.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	25	30.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	21	25.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	21	25.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	17	21.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	13	16.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	13	16.0
INADEQUATE TEACHER DIRECTIONS	10	12.3
REQUIRES TOO MUCH TEACHER TRAINING	7	8.6
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	32	39.5
LOW CHILD APPEAL	23	28.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	16	19.8
POOR DURABILITY	13	16.0
POOR AUDIO QUALITY	8	9.9
DIFFICULT TO STORE/NOT PORTABLE	7	8.6
DIFFICULT TO OPERATE AND/OR USE	4	4.9
INADEQUATE HEALTH AND SAFETY FEATURES	2	2.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	69	10.1
TOTAL RESPONSES TO THIS PRIORITY AREA	70	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	2	2.9
12 TO 14	4	5.7
15 TO 17	32	45.7
18 AND OVER	5	7.1
11 AND YOUNGER	0	0.0
12 AND OLDER	26	37.1
INVALID OR NO RESPONSE	1	1.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	1	1.4
PRIMARY, GRADES K-3	5	7.1
INTERMEDIATE, GRADES 4-6	8	11.4
JUNIOR HIGH, GRADES 7-9	9	12.9
HIGH SCHOOL, GRADES 10-12	23	32.9
INTERMEDIATE AND BELOW	2	2.9
JUNIOR AND SENIOR HIGH	21	30.0
INVALID OR NO RESPONSE	1	1.4

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	69	10.1
TOTAL RESPONSES TO THIS PRIORITY AREA	70	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	14	20.0
3 TO 5	17	24.3
6 TO 10	14	20.0
11 TO 15	7	10.0
16 OR MORE	12	17.1
INVALID OR NO RESPONSE	6	8.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 418 AND 658 MIDPOINT 538

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	35	50.0
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	35	50.0
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	28	40.0
MANIPULATIVE OBJECTS AND TOOLS	25	35.7
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	18	25.7
PROJECTED VISUALS (E.G., FILMS)	16	22.9
BRAILLE WORKBOOKS, WORKTEXTS	15	21.4
BRAILLE MAGAZINES, SPECIALIZED COMICS	12	17.1
LARGE TYPE WORKBOOKS, WORKTEXTS	12	17.1
GAMES, TOYS, PUZZLES	12	17.1
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	11	15.7
MODELS	11	15.7
MULTIMEDIA KITS	10	14.3
OTHER RECORDED MATERIALS	9	12.9
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	8	11.4
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	7	10.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	6	8.6
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	4	5.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	41	58.6
BRAILLE WORKBOOKS, WORKTEXTS	38	54.3
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	35	50.0
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	28	40.0
BRAILLE MAGAZINES, SPECIALIZED COMICS	26	37.1
LARGE TYPE WORKBOOKS, WORKTEXTS	26	37.1
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	25	35.7
MULTIMEDIA KITS	23	32.9
GAMES, TOYS, PUZZLES	22	31.4
MANIPULATIVE OBJECTS AND TOOLS	22	31.4
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	19	27.1
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	19	27.1
MODELS	19	27.1
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	16	22.9
OTHER RECORDED MATERIALS	13	18.6
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	13	18.6
PROJECTED VISUALS (E.G., FILMS)	13	18.6
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	9	12.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	69	10.1
TOTAL RESPONSES TO THIS PRIORITY AREA	70	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	30	42.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	10	14.3
AVAILABLE MATERIALS POOR IN QUALITY	9	12.9
AVAILABLE MATERIALS TOO COSTLY	9	12.9
INVALID OR NO RESPONSE	12	17.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	35	50.0
INTEREST LEVEL INAPPROPRIATE	21	30.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	16	22.9
NOT RELEVANT TO MY CURRICULUM	14	20.0
CONCEPT LEVEL INAPPROPRIATE	11	15.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	9	12.9
NOT ENOUGH REPETITION, REINFORCEMENT	9	12.9
POOR SEQUENCING OF LEARNING COMPONENTS	7	10.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	8.6
LANGUAGE LEVEL NOT UNIFORM	4	5.7
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	29	41.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	16	22.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	15	21.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	14	20.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	12	17.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	11	15.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	10	14.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	7	10.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	7	10.0
REQUIRES TOO MUCH TEACHER TRAINING	3	4.3
INADEQUATE TEACHER DIRECTIONS	2	2.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	19	27.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	14	20.0
POOR AUDIO QUALITY	7	10.0
POOR DURABILITY	7	10.0
DIFFICULT TO STORE/NOT PORTABLE	5	7.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	4	5.7
DIFFICULT TO OPERATE AND/OR USE	2	2.9
INADEQUATE HEALTH AND SAFETY FEATURES	1	1.4

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	65	9.5
TOTAL RESPONSES TO THIS PRIORITY AREA	66	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	1.5
5 TO 8	5	7.6
9 TO 11	14	21.2
12 TO 14	14	21.2
15 TO 17	7	10.6
18 AND OVER	0	0.0
11 AND YOUNGER	10	15.2
12 AND OLDER	15	22.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	1	1.5
PRIMARY, GRADES K-3	18	27.3
INTERMEDIATE, GRADES 4-6	8	12.1
JUNIOR HIGH, GRADES 7-9	11	16.7
HIGH SCHOOL, GRADES 10-12	2	3.0
INTERMEDIATE AND BELOW	8	12.1
JUNIOR AND SENIOR HIGH	18	27.3
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	65	9.5
TOTAL RESPONSES TO THIS PRIORITY AREA	66	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	8	12.1
3 TO 5	17	25.8
6 TO 10	23	34.8
11 TO 15	6	9.1
16 OR MORE	8	12.1
INVALID OR NO RESPONSE	4	6.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 391 AND 621 MIDPOINT 506

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	28	42.4
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	23	34.8
GAMES, TOYS, PUZZLES	18	27.3
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	17	25.8
LARGE TYPE WORKBOOKS, WORKTEXTS	17	25.8
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	15	22.7
MANIPULATIVE OBJECTS AND TOOLS	13	19.7
OTHER RECORDED MATERIALS	12	18.2
PROJECTED VISUALS (E.G., FILMS)	11	16.7
MODELS	10	15.2
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	9	13.6
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	9	13.6
MULTIMEDIA KITS	9	13.6
BRAILLE WORKBOOKS, WORKTEXTS	8	12.1
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	8	12.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	8	12.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	6	9.1
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	6	9.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	43	65.2
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	38	57.6
GAMES, TOYS, PUZZLES	32	48.5
BRAILLE MAGAZINES, SPECIALIZED COMICS	30	45.5
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	28	42.4
LARGE TYPE WORKBOOKS, WORKTEXTS	28	42.4
BRAILLE WORKBOOKS, WORKTEXTS	26	39.4
MULTIMEDIA KITS	26	39.4
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	24	36.4
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	23	34.8
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	21	31.8
PROJECTED VISUALS (E.G., FILMS)	20	30.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	18	27.3
OTHER RECORDED MATERIALS	17	25.8
MANIPULATIVE OBJECTS AND TOOLS	17	25.8
MODELS	17	25.8
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	11	16.7
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	11	16.7

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	65	9.5
TOTAL RESPONSES TO THIS PRIORITY AREA	66	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	22	33.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	18	27.3
AVAILABLE MATERIALS TOO COSTLY	9	13.6
AVAILABLE MATERIALS POOR IN QUALITY	4	6.1
INVALID OR NO RESPONSE	13	19.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	32	48.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	23	34.8
INTEREST LEVEL INAPPROPRIATE	20	30.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	16	24.2
CONCEPT LEVEL INAPPROPRIATE	15	22.7
NOT ENOUGH REPETITION, REINFORCEMENT	12	18.2
NOT RELEVANT TO MY CURRICULUM	8	12.1
LANGUAGE LEVEL NOT UNIFORM	5	7.6
POOR SEQUENCING OF LEARNING COMPONENTS	4	6.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	4	6.1
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	25	37.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	19	28.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	13	19.7
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	13	19.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	11	16.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	10	15.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	9	13.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	8	12.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	8	12.1
INADEQUATE TEACHER DIRECTIONS	8	12.1
REQUIRES TOO MUCH TEACHER TRAINING	3	4.5
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	15	22.7
LOW CHILD APPEAL	13	19.7
POOR AUDIO QUALITY	6	9.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	7.6
DIFFICULT TO OPERATE AND/OR USE	4	6.1
DIFFICULT TO STORE/NOT PORTABLE	4	6.1
POOR DURABILITY	4	6.1
INADEQUATE HEALTH AND SAFETY FEATURES	3	4.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	61	8.9
TOTAL RESPONSES TO THIS PRIORITY AREA	61	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	7	11.5
5 TO 8	19	31.1
9 TO 11	7	11.5
12 TO 14	6	9.8
15 TO 17	1	1.6
18 AND OVER	1	1.6
11 AND YOUNGER	12	19.7
12 AND OLDER	7	11.5
INVALID OR NO RESPONSE	1	1.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	20	32.8
PRE-SCHOOL, AGES 3-4	17	27.9
PRIMARY, GRADES K-3	13	21.3
INTERMEDIATE, GRADES 4-6	2	3.3
JUNIOR HIGH, GRADES 7-9	0	0.0
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	5	8.2
JUNIOR AND SENIOR HIGH	2	3.3
INVALID OR NO RESPONSE	2	3.3

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	61	8.9
TOTAL RESPONSES TO THIS PRIORITY AREA	61	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	12	19.7
3 TO 5	16	26.2
6 TO 10	16	26.2
11 TO 15	8	13.1
16 OR MORE	9	14.8
INVALID OR NO RESPONSE	0	0.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 388 AND 609 MIDPOINT 499

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	49	80.3
MANIPULATIVE OBJECTS AND TOOLS	44	72.1
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	30	49.2
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	26	42.6
OTHER RECORDED MATERIALS	16	26.2
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	14	23.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	12	19.7
MULTIMEDIA KITS	11	18.0
LARGE TYPE WORKBOOKS, WORKTEXTS	10	16.4
MODELS	10	16.4
PROJECTED VISUALS (E.G., FILMS)	8	13.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	6	9.8
BRAILLE WORKBOOKS, WORKTEXTS	5	8.2
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	5	8.2
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	5	8.2
BRAILLE MAGAZINES, SPECIALIZED COMICS	4	6.6
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	4	6.6
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	4	6.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	34	55.7
MANIPULATIVE OBJECTS AND TOOLS	30	49.2
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	26	42.6
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	22	36.1
MULTIMEDIA KITS	16	26.2
OTHER RECORDED MATERIALS	15	24.6
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	14	23.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	13	21.3
BRAILLE WORKBOOKS, WORKTEXTS	12	19.7
LARGE TYPE WORKBOOKS, WORKTEXTS	11	18.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	10	16.4
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	10	16.4
BRAILLE MAGAZINES, SPECIALIZED COMICS	8	13.1
MODELS	8	13.1
PROJECTED VISUALS (E.G., FILMS)	8	13.1
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	7	11.5
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	7	11.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	7	11.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	61	8.9
TOTAL RESPONSES TO THIS PRIORITY AREA	61	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	20	32.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	16	26.2
AVAILABLE MATERIALS POOR IN QUALITY	7	11.5
AVAILABLE MATERIALS TOO COSTLY	7	11.5
INVALID OR NO RESPONSE	11	18.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	20	32.8
CONCEPT LEVEL INAPPROPRIATE	20	32.8
NOT ENOUGH REPETITION, REINFORCEMENT	19	31.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	18	29.5
NOT RELEVANT TO MY CURRICULUM	15	24.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	15	24.6
POOR SEQUENCING OF LEARNING COMPONENTS	6	9.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	5	8.2
LANGUAGE LEVEL NOT UNIFORM	4	6.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	2	3.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	18	29.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	17	27.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	14	23.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	12	19.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	12	19.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	10	16.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	8	13.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	5	8.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	5	8.2
INADEQUATE TEACHER DIRECTIONS	3	4.9
REQUIRES TOO MUCH TEACHER TRAINING	1	1.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	13	21.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	11.5
POOR DURABILITY	7	11.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	6	9.8
POOR AUDIO QUALITY	4	6.6
DIFFICULT TO STORE/NOT PORTABLE	1	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	1	1.6
DIFFICULT TO OPERATE AND/OR USE	0	0.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	61	8.9
TOTAL RESPONSES TO THIS PRIORITY AREA	61	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	1.6
5 TO 8	15	24.6
9 TO 11	12	19.7
12 TO 14	12	19.7
15 TO 17	1	1.6
18 AND OVER	3	4.9
11 AND YOUNGER	9	14.8
12 AND OLDER	6	9.8
INVALID OR NO RESPONSE	2	3.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	1.6
PRE-SCHOOL, AGES 3-4	6	9.8
PRIMARY, GRADES K-3	21	34.4
INTERMEDIATE, GRADES 4-6	12	19.7
JUNIOR HIGH, GRADES 7-9	5	8.2
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	10	16.4
JUNIOR AND SENIOR HIGH	4	6.6
INVALID OR NO RESPONSE	2	3.3

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	61	8.9
TOTAL RESPONSES TO THIS PRIORITY AREA	61	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	10	16.4
3 TO 5	20	32.8
6 TO 10	16	26.2
11 TO 15	5	8.2
16 OR MORE	6	9.8
INVALID OR NO RESPONSE	4	6.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 317 AND 505 MIDPOINT 411

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	49	80.3
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	35	57.4
GAMES, TOYS, PUZZLES	29	47.5
OTHER RECORDED MATERIALS	21	34.4
LARGE TYPE WORKBOOKS, WORKTEXTS	20	32.8
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	18	29.5
MANIPULATIVE OBJECTS AND TOOLS	18	29.5
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	14	23.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	11	18.0
MODELS	10	16.4
BRAILLE WORKBOOKS, WORKTEXTS	9	14.8
MULTIMEDIA KITS	9	14.8
PROJECTED VISUALS (E.G., FILMS)	8	13.1
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	6	9.8
BRAILLE MAGAZINES, SPECIALIZED COMICS	5	8.2
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	5	8.2
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	5	8.2
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	4	6.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	37	60.7
GAMES, TOYS, PUZZLES	25	41.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	24	39.3
OTHER RECORDED MATERIALS	24	39.3
MULTIMEDIA KITS	24	39.3
LARGE TYPE WORKBOOKS, WORKTEXTS	22	36.1
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	18	29.5
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	17	27.9
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	16	26.2
BRAILLE WORKBOOKS, WORKTEXTS	13	21.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	11	18.0
MANIPULATIVE OBJECTS AND TOOLS	10	16.4
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	9	14.8
BRAILLE MAGAZINES, SPECIALIZED COMICS	9	14.8
MODELS	9	14.8
PROJECTED VISUALS (E.G., FILMS)	8	13.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	7	11.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	7	11.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	61	8.9
TOTAL RESPONSES TO THIS PRIORITY AREA	61	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	32	52.5
AVAILABLE MATERIALS TOO COSTLY	9	14.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	4	6.6
AVAILABLE MATERIALS POOR IN QUALITY	4	6.6
INVALID OR NO RESPONSE	12	19.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	23	37.7
NOT ENOUGH REPETITION, REINFORCEMENT	21	34.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	18	29.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	16	26.2
CONCEPT LEVEL INAPPROPRIATE	10	16.4
NOT RELEVANT TO MY CURRICULUM	9	14.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	9	14.8
POOR SEQUENCING OF LEARNING COMPONENTS	6	9.8
LANGUAGE LEVEL NOT UNIFORM	2	3.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	1	1.6
USE		
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	17	27.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	15	24.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	14	23.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	14	23.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	14	23.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	7	11.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	7	11.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	6	9.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	5	8.2
INADEQUATE TEACHER DIRECTIONS	1	1.6
REQUIRES TOO MUCH TEACHER TRAINING	0	0.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	24	39.3
POOR AUDIO QUALITY	14	23.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	6	9.8
DIFFICULT TO STORE/NOT PORTABLE	3	4.9
POOR DURABILITY	3	4.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	1	1.6
DIFFICULT TO OPERATE AND/OR USE	1	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	57	8.3
TOTAL RESPONSES TO THIS PRIORITY AREA	57	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	6	10.5
9 TO 11	14	24.6
12 TO 14	16	28.1
15 TO 17	3	5.3
18 AND OVER	0	0.0
11 AND YOUNGER	7	12.3
12 AND OLDER	11	19.3
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	1	1.8
PRIMARY, GRADES K-3	13	22.8
INTERMEDIATE, GRADES 4-6	18	31.6
JUNIOR HIGH, GRADES 7-9	7	12.3
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	8	14.0
JUNIOR AND SENIOR HIGH	9	15.8
INVALID OR NO RESPONSE	1	1.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	57	8.3
TOTAL RESPONSES TO THIS PRIORITY AREA	57	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	9	15.8
3 TO 5	15	26.3
6 TO 10	17	29.8
11 TO 15	5	8.8
16 OR MORE	9	15.8
INVALID OR NO RESPONSE	2	3.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 355 AND 563 MIDPOINT 459

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	41	71.9
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	41	71.9
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	36	63.2
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	35	61.4
LARGE TYPE WORKBOOKS, WORKTEXTS	29	50.9
GAMES, TOYS, PUZZLES	28	49.1
BRAILLE WORKBOOKS, WORKTEXTS	27	47.4
BRAILLE MAGAZINES, SPECIALIZED COMICS	17	29.8
MANIPULATIVE OBJECTS AND TOOLS	16	28.1
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	14	24.6
PROJECTED VISUALS (E.G., FILMS)	14	24.6
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	13	22.8
OTHER RECORDED MATERIALS	13	22.8
MODELS	12	21.1
MULTIMEDIA KITS	11	19.3
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	10	17.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	8	14.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	6	10.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	28	49.1
BRAILLE WORKBOOKS, WORKTEXTS	25	43.9
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	25	43.9
GAMES, TOYS, PUZZLES	25	43.9
MULTIMEDIA KITS	24	42.1
LARGE TYPE WORKBOOKS, WORKTEXTS	23	40.4
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	20	35.1
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	19	33.3
BRAILLE MAGAZINES, SPECIALIZED COMICS	19	33.3
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	19	33.3
MANIPULATIVE OBJECTS AND TOOLS	15	26.3
MODELS	14	24.6
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	12	21.1
OTHER RECORDED MATERIALS	12	21.1
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	12	21.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	11	19.3
PROJECTED VISUALS (E.G., FILMS)	7	12.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	6	10.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	57	8.3
TOTAL RESPONSES TO THIS PRIORITY AREA	57	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	26	45.6
AVAILABLE MATERIALS TOO COSTLY	7	12.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	5	8.8
AVAILABLE MATERIALS POOR IN QUALITY	4	7.0
INVALID OR NO RESPONSE	15	26.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	20	35.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	19	33.3
INTEREST LEVEL INAPPROPRIATE	17	29.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	17	29.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	14	24.6
CONCEPT LEVEL INAPPROPRIATE	12	21.1
LANGUAGE LEVEL NOT UNIFORM	10	17.5
NOT RELEVANT TO MY CURRICULUM	9	15.8
POOR SEQUENCING OF LEARNING COMPONENTS	8	14.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	4	7.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	23	40.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	21	36.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	16	28.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	16	28.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	14	24.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	14	24.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	13	22.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	10	17.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	7	12.3
INADEQUATE TEACHER DIRECTIONS	5	8.8
REQUIRES TOO MUCH TEACHER TRAINING	3	5.3
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	17	29.8
LOW CHILD APPEAL	16	28.1
POOR DURABILITY	9	15.8
DIFFICULT TO STORE/NOT PORTABLE	7	12.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	10.5
POOR AUDIO QUALITY	5	8.8
DIFFICULT TO OPERATE AND/OR USE	1	1.8
INADEQUATE HEALTH AND SAFETY FEATURES	1	1.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	52	7.6
TOTAL RESPONSES TO THIS PRIORITY AREA	52	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	1	1.9
9 TO 11	4	7.7
12 TO 14	8	15.4
15 TO 17	17	32.7
18 AND OVER	2	3.8
11 AND YOUNGER	0	0.0
12 AND OLDER	19	36.5
INVALID OR NO RESPONSE	1	1.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	1	1.9
INTERMEDIATE, GRADES 4-6	9	17.3
JUNIOR HIGH, GRADES 7-9	7	13.5
HIGH SCHOOL, GRADES 10-12	13	25.0
INTERMEDIATE AND BELOW	0	0.0
JUNIOR AND SENIOR HIGH	21	40.4
INVALID OR NO RESPONSE	1	1.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS CF MECIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: IDENTIFICATION OF PERSCNAL INTERESTS AND SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	52	7.6
TOTAL RESPONSES TO THIS PRIORITY AREA	52	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	5	9.6
3 TO 5	15	28.8
6 TO 10	17	32.7
11 TO 15	6	11.5
16 OR MORE	7	13.5
INVALID OR NO RESPONSE	2	3.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 330 AND 520 MIDPOINT 425

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	26	50.0
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS ..	20	38.5
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	15	28.8
MANIPULATIVE OBJECTS AND TOOLS	11	21.2
PROJECTED VISUALS (E.G., FILMS)	11	21.2
LARGE TYPE WORKBOOKS, WORKTEXTS	10	19.2
GAMES, TOYS, PUZZLES	9	17.3
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	8	15.4
OTHER RECORDED MATERIALS	8	15.4
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS .	6	11.5
MULTIMEDIA KITS	6	11.5
LARGE TYPE MAGAZINES, SPECIALIZED COMICS .	4	7.7
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS .	4	7.7
BRAILLE MAGAZINES, SPECIALIZED COMICS	3	5.8
MODELS	3	5.8
BRAILLE WORKBOOKS, WORKTEXTS	2	3.8
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	2	3.8
SELF-INSTR./COMPUTER-ASSISTED MATERIALS ..	2	3.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	39	75.0
LARGE TYPE WORKBOOKS, WORKTEXTS	32	61.5
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS ..	28	53.8
LARGE TYPE MAGAZINES, SPECIALIZED COMICS .	28	53.8
SELF-INSTR./COMPUTER-ASSISTED MATERIALS ..	23	44.2
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	22	42.3
GAMES, TOYS, PUZZLES	21	40.4
BRAILLE WORKBOOKS, WORKTEXTS	19	36.5
MULTIMEDIA KITS	18	34.6
BRAILLE MAGAZINES, SPECIALIZED COMICS	17	32.7
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	16	30.8
MANIPULATIVE OBJECTS AND TOOLS	14	26.9
MODELS	13	25.0
PROJECTED VISUALS (E.G., FILMS)	12	23.1
OTHER RECORDED MATERIALS	10	19.2
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	9	17.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS .	7	13.5
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS .	7	13.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

		FREQ.	PCT
PRIORITY CURRICULUM AREA: IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS			
	RESPONDENTS CHOOSING THIS PRIORITY AREA	52	7.6
	TOTAL RESPONSES TO THIS PRIORITY AREA	52	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	21	40.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	17	32.7
AVAILABLE MATERIALS POOR IN QUALITY	4	7.7
AVAILABLE MATERIALS TOO COSTLY	1	1.9
INVALID OR NO RESPONSE	9	17.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	15	28.8
INTEREST LEVEL INAPPROPRIATE	12	23.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	8	15.4
NOT RELEVANT TO MY CURRICULUM	6	11.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	5	9.6
NOT ENOUGH REPETITION, REINFORCEMENT	5	9.6
LANGUAGE LEVEL NOT UNIFORM	4	7.7
CONCEPT LEVEL INAPPROPRIATE	4	7.7
POOR SEQUENCING OF LEARNING COMPONENTS	3	5.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	1	1.9
USE		
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	11	21.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	10	19.2
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	9	17.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	8	15.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	7	13.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	6	11.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	5	9.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	5	9.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	4	7.7
INADEQUATE TEACHER DIRECTIONS	2	3.8
REQUIRES TOO MUCH TEACHER TRAINING	0	0.0
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	9	17.3
LOW CHILD APPEAL	8	15.4
POOR AUDIO QUALITY	2	3.8
DIFFICULT TO STORE/NOT PORTABLE	2	3.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	1	1.9
DIFFICULT TO OPERATE AND/OR USE	1	1.9
POOR DURABILITY	1	1.9
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: VISUAL PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	50	7.3
TOTAL RESPONSES TO THIS PRIORITY AREA	54	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	1.9
5 TO 8	17	31.5
9 TO 11	14	25.9
12 TO 14	5	9.3
15 TO 17	0	0.0
18 AND OVER	1	1.9
11 AND YOUNGER	10	18.5
12 AND OLDER	5	9.3
INVALID OR NO RESPONSE	1	1.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	1.9
PRE-SCHOOL, AGES 3-4	6	11.1
PRIMARY, GRADES K-3	25	46.3
INTERMEDIATE, GRADES 4-6	4	7.4
JUNIOR HIGH, GRADES 7-9	0	0.0
HIGH SCHOOL, GRADES 10-12	1	1.9
INTERMEDIATE AND BELOW	12	22.2
JUNIOR AND SENIOR HIGH	2	3.7
INVALID OR NO RESPONSE	3	5.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: VISUAL PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	50	7.3
TOTAL RESPONSES TO THIS PRIORITY AREA	54	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	9	16.7
3 TO 5	16	29.6
6 TO 10	21	38.9
11 TO 15	3	5.6
16 OR MORE	1	1.9
INVALID OR NO RESPONSE	4	7.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 232 AND 378 MIDPOINT 305

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	38	70.4
MANIPULATIVE OBJECTS AND TOOLS	35	64.8
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	29	53.7
LARGE TYPE WORKBOOKS, WORKTEXTS	28	51.9
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	14	25.9
MODELS	13	24.1
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	10	18.5
OTHER RECORDED MATERIALS	9	16.7
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	9	16.7
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	9	16.7
MULTIMEDIA KITS	8	14.8
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	7	13.0
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	7	13.0
PROJECTED VISUALS (E.G., FILMS)	6	11.1
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	5	9.3
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	4	7.4
BRAILLE WORKBOOKS, WORKTEXTS	3	5.6
BRAILLE MAGAZINES, SPECIALIZED COMICS	2	3.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	29	53.7
LARGE TYPE WORKBOOKS, WORKTEXTS	26	48.1
MANIPULATIVE OBJECTS AND TOOLS	25	46.3
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	22	40.7
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	22	40.7
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	18	33.3
MULTIMEDIA KITS	17	31.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	12	22.2
PROJECTED VISUALS (E.G., FILMS)	11	20.4
BRAILLE WORKBOOKS, WORKTEXTS	10	18.5
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	10	18.5
MODELS	10	18.5
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	9	16.7
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	8	14.8
OTHER RECORDED MATERIALS	7	13.0
BRAILLE MAGAZINES, SPECIALIZED COMICS	6	11.1
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	5	9.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	5	9.3

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: VISUAL PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	50	7.3
TOTAL RESPONSES TO THIS PRIORITY AREA	54	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	30	55.6
AVAILABLE MATERIALS TOO COSTLY	8	14.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	5	9.3
AVAILABLE MATERIALS POOR IN QUALITY	5	9.3
INVALID OR NO RESPONSE	6	11.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	15	27.8
CONCEPT LEVEL INAPPROPRIATE	15	27.8
NOT RELEVANT TO MY CURRICULUM	12	22.2
POOR SEQUENCING OF LEARNING COMPONENTS	12	22.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	11	20.4
NOT ENOUGH REPETITION, REINFORCEMENT	11	20.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	11.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	5	9.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	5	9.3
LANGUAGE LEVEL NOT UNIFORM	3	5.6
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	20	37.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	17	31.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	13	24.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	13	24.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	13	24.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	11	20.4
INADEQUATE TEACHER DIRECTIONS	7	13.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	7	13.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	4	7.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	3	5.6
REQUIRES TOO MUCH TEACHER TRAINING	2	3.7
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	24	44.4
LOW CHILD APPEAL	11	20.4
POOR DURABILITY	6	11.1
DIFFICULT TO STORE/NOT PORTABLE	5	9.3
POOR AUDIO QUALITY	4	7.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	3.7
INADEQUATE HEALTH AND SAFETY FEATURES	2	3.7
DIFFICULT TO OPERATE AND/OR USE	0	0.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: DRESSING, GROOMING AND PERSONAL HYGIENE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	50	7.3
TOTAL RESPONSES TO THIS PRIORITY AREA	50	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	2.0
5 TO 8	6	12.0
9 TO 11	13	26.0
12 TO 14	5	10.0
15 TO 17	6	12.0
18 AND OVER	2	4.0
11 AND YOUNGER	7	14.0
12 AND OLDER	10	20.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	6	12.0
PRE-SCHOOL, AGES 3-4	10	20.0
PRIMARY, GRADES K-3	10	20.0
INTERMEDIATE, GRADES 4-6	4	8.0
JUNIOR HIGH, GRADES 7-9	5	10.0
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	6	12.0
JUNIOR AND SENIOR HIGH	9	18.0
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: DRESSING, GROOMING AND PERSONAL HYGIENE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	50	7.3
TOTAL RESPONSES TO THIS PRIORITY AREA	50	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	4	8.0
3 TO 5	13	26.0
6 TO 10	16	32.0
11 TO 15	4	8.0
16 OR MORE	11	22.0
INVALID OR NO RESPONSE	2	4.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 359 AND 568 MIDPOINT 464

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	24	48.0
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	17	34.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	16	32.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	15	30.0
GAMES, TOYS, PUZZLES	15	30.0
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	14	28.0
MODELS	11	22.0
PROJECTED VISUALS (E.G., FILMS)	10	20.0
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	7	14.0
OTHER RECORDED MATERIALS	7	14.0
MULTIMEDIA KITS	7	14.0
LARGE TYPE WORKBOOKS, WORKTEXTS	6	12.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	6	12.0
BRAILLE WORKBOOKS, WORKTEXTS	5	10.0
BRAILLE MAGAZINES, SPECIALIZED COMICS	5	10.0
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	5	10.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	3	6.0
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	3	6.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	28	56.0
MODELS	23	46.0
MULTIMEDIA KITS	19	38.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	18	36.0
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	18	36.0
BRAILLE WORKBOOKS, WORKTEXTS	17	34.0
GAMES, TOYS, PUZZLES	17	34.0
BRAILLE MAGAZINES, SPECIALIZED COMICS	16	32.0
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	16	32.0
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	16	32.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	15	30.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	15	30.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	15	30.0
LARGE TYPE WORKBOOKS, WORKTEXTS	14	28.0
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	12	24.0
PROJECTED VISUALS (E.G., FILMS)	12	24.0
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	11	22.0
OTHER RECORDED MATERIALS	10	20.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: DRESSING, GROOMING AND PERSONAL HYGIENE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	50	7.3
TOTAL RESPONSES TO THIS PRIORITY AREA	50	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	24	48.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	6	12.0
AVAILABLE MATERIALS POOR IN QUALITY	6	12.0
AVAILABLE MATERIALS TOO COSTLY	3	6.0
INVALID OR NO RESPONSE	11	22.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	19	38.0
CONCEPT LEVEL INAPPROPRIATE	15	30.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	13	26.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	12	24.0
NOT RELEVANT TO MY CURRICULUM	11	22.0
INTEREST LEVEL INAPPROPRIATE	11	22.0
POOR SEQUENCING OF LEARNING COMPONENTS	9	18.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	5	10.0
LANGUAGE LEVEL NOT UNIFORM	2	4.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	2	4.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	22	44.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	18	36.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	13	26.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	12	24.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	9	18.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	8	16.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	8	16.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	6	12.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	6	12.0
REQUIRES TOO MUCH TEACHER TRAINING	3	6.0
INADEQUATE TEACHER DIRECTIONS	2	4.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	8	16.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	7	14.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	14.0
DIFFICULT TO OPERATE AND/OR USE	5	10.0
POOR AUDIO QUALITY	4	8.0
DIFFICULT TO STORE/NOT PORTABLE	4	8.0
POOR DURABILITY	4	8.0
INADEQUATE HEALTH AND SAFETY FEATURES	3	6.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	48	7.0
TOTAL RESPONSES TO THIS PRIORITY AREA	50	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	7	14.0
9 TO 11	7	14.0
12 TO 14	17	34.0
15 TO 17	4	8.0
18 AND OVER	2	4.0
11 AND YOUNGER	3	6.0
12 AND OLDER	10	20.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	22	44.0
INTERMEDIATE, GRADES 4-6	9	18.0
JUNIOR HIGH, GRADES 7-9	9	18.0
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	5	10.0
JUNIOR AND SENIOR HIGH	5	10.0
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	48	7.0
TOTAL RESPONSES TO THIS PRIORITY AREA	50	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	9	18.0
3 TO 5	15	30.0
6 TO 10	16	32.0
11 TO 15	3	6.0
16 OR MORE	6	12.0
INVALID OR NO RESPONSE	1	2.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 279 AND 448 MIDPOINT 364

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	33	66.0
LARGE TYPE WORKBOOKS, WORKTEXTS	29	58.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	27	54.0
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	27	54.0
GAMES, TOYS, PUZZLES	22	44.0
BRAILLE WORKBOOKS, WORKTEXTS	19	38.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	19	38.0
MANIPULATIVE OBJECTS AND TOOLS	12	24.0
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	11	22.0
MULTIMEDIA KITS	10	20.0
BRAILLE MAGAZINES, SPECIALIZED COMICS	8	16.0
OTHER RECORDED MATERIALS	8	16.0
PROJECTED VISUALS (E.G., FILMS)	8	16.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	7	14.0
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	6	12.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	4	8.0
MODELS	4	8.0
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	2	4.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
LARGE TYPE WORKBOOKS, WORKTEXTS	29	58.0
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	27	54.0
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	26	52.0
BRAILLE WORKBOOKS, WORKTEXTS	22	44.0
MULTIMEDIA KITS	22	44.0
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	21	42.0
GAMES, TOYS, PUZZLES	21	42.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	21	42.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	19	38.0
BRAILLE MAGAZINES, SPECIALIZED COMICS	18	36.0
MANIPULATIVE OBJECTS AND TOOLS	15	30.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	14	28.0
MODELS	13	26.0
OTHER RECORDED MATERIALS	12	24.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	12	24.0
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	9	18.0
PROJECTED VISUALS (E.G., FILMS)	8	16.0
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	7	14.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	48	7.0
TOTAL RESPONSES TO THIS PRIORITY AREA	50	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	28	56.0
AVAILABLE MATERIALS POOR IN QUALITY	5	10.0
AVAILABLE MATERIALS TOO COSTLY	5	10.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	4	8.0
INVALID OR NO RESPONSE	8	16.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	27	54.0
NOT ENOUGH REPETITION, REINFORCEMENT	23	46.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	18	36.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	18	36.0
CONCEPT LEVEL INAPPROPRIATE	8	16.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	8	16.0
POOR SEQUENCING OF LEARNING COMPONENTS	6	12.0
LANGUAGE LEVEL NOT UNIFORM	4	8.0
NOT RELEVANT TO MY CURRICULUM	3	6.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	1	2.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	28	56.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	19	38.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	18	36.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	13	26.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	11	22.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	9	18.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	7	14.0
REQUIRES TOO MUCH TEACHER TRAINING	6	12.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	5	10.0
INADEQUATE TEACHER DIRECTIONS	5	10.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	4	8.0
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	26	52.0
LOW CHILD APPEAL	24	48.0
DIFFICULT TO STORE/NOT PORTABLE	5	10.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	4	8.0
POOR AUDIO QUALITY	2	4.0
DIFFICULT TO OPERATE AND/OR USE	2	4.0
POOR DURABILITY	2	4.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION E. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM CLUSTERS (FROM SUBSECTION B)

AS EXPLAINED IN SUBSECTION B, EACH CURRICULUM AREA IS ONE OF A SET OF RELATED AREAS CALLED A CURRICULUM CLUSTER. A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS.

IN SUBSECTION E, THE HIGHEST PRIORITY CURRICULUM CLUSTERS ARE ANALYZED IN THE SAME MANNER AS ARE THE HIGHEST PRIORITY CURRICULUM AREAS IN SUBSECTION D. EACH FOUR-PAGE CLUSTER ANALYSIS BEGINS WITH A LIST ON PAGE 1 OF THE CURRICULUM AREAS WITHIN THE CLUSTER, PRESENTED IN DECREASING FREQUENCY ORDER, AND CONTINUES ON PAGES 2-4 WITH A PARALLEL TO THE THREE-PAGE ANALYSIS FOR A CURRICULUM AREA. FOR A GIVEN CLUSTER, RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS WITHIN THAT CLUSTER.

THE CURRICULUM CLUSTER IS IDENTIFIED JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AS EITHER FIRST, SECOND, OR THIRD PRIORITY.

BELOW THE NUMBER OF RESPONDENTS FOR THE CURRICULUM CLUSTER APPEARS THE TOTAL NUMBER OF RESPONSES TO THAT CLUSTER. THIS FREQUENCY IS OBTAINED AS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA WITHIN THE CLUSTER.* AS WITH THE CURRICULUM AREA ANALYSES, IT IS THE TOTAL RESPONSE FREQUENCY, NOT RESPONDENT FREQUENCY, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE LISTING OF CURRICULUM AREAS WITHIN THE CLUSTER, THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS, AND THE PRIORITY-RELATED QUESTIONS.

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*RECALL THAT EACH CURRICULUM AREA MAY HAVE BEEN CHOSEN MORE THAN ONCE BY A GIVEN RESPONDENT. IN ADDITION, A GIVEN RESPONDENT MAY HAVE CHOSEN MORE THAN ONE CURRICULUM AREA WITHIN A CLUSTER. IN BOTH OF THE ABOVE INSTANCES, THE RESPONDENT WOULD COUNT ONLY ONCE IN THE CLUSTER RESPONDENT FREQUENCY DETERMINATION, BUT HIS RESPONSES WOULD COUNT AS OFTEN AS THEY OCCURRED IN THE CLUSTER RESPONSE FREQUENCY DETERMINATION. THUS, THE TOTAL NUMBER OF RESPONSES TO A CLUSTER AREA WILL, IN GENERAL, BE GREATER THAN THE TOTAL NUMBER OF RESPONDENTS CHOOSING THAT CLUSTER AREA.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	228	33.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	265	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	108	40.8
SELF-ACCEPTANCE	66	24.9
INTERPERSONAL RELATIONS	38	14.3
SELF-IDENTIFICATION	22	8.3
HUMAN SEXUALITY (SEX EDUCATION)	19	7.2
SELF-EXPRESSION	12	4.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	228	33.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	265	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	8	3.0
5 TO 8	31	11.7
9 TO 11	57	21.5
12 TO 14	41	15.5
15 TO 17	31	11.7
18 AND OVER	7	2.6
11 AND YOUNGER	28	10.6
12 AND OLDER	57	21.5
INVALID OR NO RESPONSE	5	1.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	9	3.4
PRE-SCHOOL, AGES 3-4	21	7.9
PRIMARY, GRADES K-3	58	21.9
INTERMEDIATE, GRADES 4-6	50	18.9
JUNIOR HIGH, GRADES 7-9	30	11.3
HIGH SCHOOL, GRADES 10-12	14	5.3
INTERMEDIATE AND BELOW	27	10.2
JUNIOR AND SENIOR HIGH	53	20.0
INVALID OR NO RESPONSE	3	1.1

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	228	33.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	265	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	43	16.2
3 TO 5	80	30.2
6 TO 10	68	25.7
11 TO 15	26	9.8
16 OR MORE	40	15.1
INVALID OR NO RESPONSE	8	3.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1617 AND 2556 MIDPOINT 2087

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	100	37.7
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	86	32.5
GAMES, TOYS, PUZZLES	81	30.6
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	75	28.3
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	68	25.7
MANIPULATIVE OBJECTS AND TOOLS	51	19.2
PROJECTED VISUALS (E.G., FILMS)	40	15.1
LARGE TYPE WORKBOOKS, WORKTEXTS	38	14.3
OTHER RECORDED MATERIALS	36	13.6
MODELS	31	11.7
BRAILLE WORKBOOKS, WORKTEXTS	25	9.4
BRAILLE MAGAZINES, SPECIALIZED COMICS	25	9.4
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	24	9.1
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	23	8.7
MULTIMEDIA KITS	23	8.7
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	22	8.3
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	19	7.2
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	17	6.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	151	57.0
GAMES, TOYS, PUZZLES	120	45.3
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	116	43.8
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	106	40.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	104	39.2
BRAILLE MAGAZINES, SPECIALIZED COMICS	101	38.1
LARGE TYPE WORKBOOKS, WORKTEXTS	101	38.1
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	98	37.0
BRAILLE WORKBOOKS, WORKTEXTS	97	36.6
MULTIMEDIA KITS	94	35.5
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	82	30.9
OTHER RECORDED MATERIALS	74	27.9
MANIPULATIVE OBJECTS AND TOOLS	74	27.9
PROJECTED VISUALS (E.G., FILMS)	68	25.7
MODELS	67	25.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	57	21.5
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	51	19.2
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	40	15.1

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	228	33.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	265	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	89	33.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	83	31.3
AVAILABLE MATERIALS POOR IN QUALITY	29	10.9
AVAILABLE MATERIALS TOO COSTLY	21	7.9
INVALID OR NO RESPONSE	43	16.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	88	33.2
INTEREST LEVEL INAPPROPRIATE	70	26.4
CONCEPT LEVEL INAPPROPRIATE	54	20.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	54	20.4
NOT ENOUGH REPETITION, REINFORCEMENT	51	19.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	48	18.1
NOT RELEVANT TO MY CURRICULUM	40	15.1
POOR SEQUENCING OF LEARNING COMPONENTS	24	9.1
LANGUAGE LEVEL NOT UNIFORM	18	6.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	10	3.8
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	78	29.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	66	24.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	51	19.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	48	18.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	40	15.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	39	14.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	39	14.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	31	11.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	26	9.8
INADEQUATE TEACHER DIRECTIONS	19	7.2
REQUIRES TOO MUCH TEACHER TRAINING	9	3.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	50	18.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	48	18.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	22	8.3
POOR AUDIO QUALITY	21	7.9
DIFFICULT TO OPERATE AND/OR USE	13	4.9
POOR DURABILITY	13	4.9
DIFFICULT TO STORE/NOT PORTABLE	9	3.4
INADEQUATE HEALTH AND SAFETY FEATURES	4	1.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	225	32.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	265	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
LISTENING SKILLS	61	23.0
ORAL EXPRESSION	39	14.7
STUDY SKILLS AND REFERENCE SKILLS	34	12.8
BRAILLE WRITING SKILLS	31	11.7
TYPING	21	7.9
ORAL COMPREHENSION	19	7.2
SPELLING	16	6.0
GRAMMAR	12	4.5
COMPOSITION	12	4.5
HANDWRITING	10	3.8
CREATIVE WRITING	6	2.3
USE OF GRAPHS, CHARTS, DIAGRAMS	4	1.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	225	32.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	265	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	9	3.4
5 TO 8	51	19.2
9 TO 11	50	18.9
12 TO 14	45	17.0
15 TO 17	21	7.9
18 AND OVER	8	3.0
11 AND YOUNGER	26	9.8
12 AND OLDER	44	16.6
INVALID OR NO RESPONSE	11	4.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	6	2.3
PRE-SCHOOL, AGES 3-4	27	10.2
PRIMARY, GRADES K-3	76	28.7
INTERMEDIATE, GRADES 4-6	54	20.4
JUNIOR HIGH, GRADES 7-9	22	8.3
HIGH SCHOOL, GRADES 10-12	10	3.8
INTERMEDIATE AND BELOW	20	7.5
JUNIOR AND SENIOR HIGH	40	15.1
INVALID OR NO RESPONSE	10	3.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	225	32.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	265	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	48	18.1
3 TO 5	80	30.2
6 TO 10	62	23.4
11 TO 15	15	5.7
16 OR MORE	46	17.4
INVALID OR NO RESPONSE	14	5.3

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1561 AND 2491 MIDPOINT 2026

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	140	52.8
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	107	40.4
GAMES, TOYS, PUZZLES	105	39.6
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	104	39.2
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	96	36.2
MANIPULATIVE OBJECTS AND TOOLS	74	27.9
LARGE TYPE WORKBOOKS, WORKTEXTS	73	27.5
BRAILLE WORKBOOKS, WORKTEXTS	59	22.3
OTHER RECORDED MATERIALS	52	19.6
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	42	15.8
MODELS	36	13.6
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	31	11.7
PROJECTED VISUALS (E.G., FILMS)	31	11.7
BRAILLE MAGAZINES, SPECIALIZED COMICS	28	10.6
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	28	10.6
MULTIMEDIA KITS	27	10.2
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	25	9.4
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	22	8.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	132	49.8
GAMES, TOYS, PUZZLES	110	41.5
BRAILLE WORKBOOKS, WORKTEXTS	97	36.6
LARGE TYPE WORKBOOKS, WORKTEXTS	96	36.2
MULTIMEDIA KITS	86	32.5
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	85	32.1
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	85	32.1
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	82	30.9
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	77	29.1
MANIPULATIVE OBJECTS AND TOOLS	68	25.7
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	66	24.9
OTHER RECORDED MATERIALS	66	24.9
BRAILLE MAGAZINES, SPECIALIZED COMICS	53	20.0
MODELS	47	17.7
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	44	16.6
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	41	15.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	39	14.7
PROJECTED VISUALS (E.G., FILMS)	34	12.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	225	32.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	265	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	122	46.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	36	13.6
AVAILABLE MATERIALS TOO COSTLY	29	10.9
AVAILABLE MATERIALS POOR IN QUALITY	25	9.4
INVALID OR NO RESPONSE	53	20.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	100	37.7
INTEREST LEVEL INAPPROPRIATE	89	33.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	78	29.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	69	26.0
CONCEPT LEVEL INAPPROPRIATE	55	20.8
POOR SEQUENCING OF LEARNING COMPONENTS	55	20.8
NOT RELEVANT TO MY CURRICULUM	41	15.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	40	15.1
LANGUAGE LEVEL NOT UNIFORM	17	6.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	12	4.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	94	35.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	73	27.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	71	26.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	66	24.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	57	21.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	50	18.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	41	15.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	25	9.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	22	8.3
REQUIRES TOO MUCH TEACHER TRAINING	9	3.4
INADEQUATE TEACHER DIRECTIONS	9	3.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	85	32.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	49	18.5
POOR AUDIO QUALITY	23	8.7
POOR DURABILITY	18	6.8
DIFFICULT TO STORE/NOT PORTABLE	16	6.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	15	5.7
DIFFICULT TO OPERATE AND/OR USE	13	4.9
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	196	28.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	247	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
VISUAL PERCEPTION	54	21.9
SENSORY MOTOR INTEGRATION	45	18.2
FINE MOTOR DEVELOPMENT	41	16.6
GROSS MOTOR DEVELOPMENT	31	12.6
BODY AWARENESS	22	8.9
TACTILE PERCEPTION	22	8.9
AUDITORY PERCEPTION	17	6.9
DIRECTIONALITY	7	2.8
KINESTHETIC PERCEPTION	4	1.6
PERCEPTUAL/MOTOR SEARCH TECHNIQUES	4	1.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	196	28.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	247	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	24	9.7
5 TO 8	74	30.0
9 TO 11	38	15.4
12 TO 14	23	9.3
15 TO 17	6	2.4
18 AND OVER	7	2.8
11 AND YOUNGER	38	15.4
12 AND OLDER	31	12.6
INVALID OR NO RESPONSE	6	2.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	53	21.5
PRE-SCHOOL, AGES 3-4	50	20.2
PRIMARY, GRADES K-3	73	29.6
INTERMEDIATE, GRADES 4-6	8	3.2
JUNIOR HIGH, GRADES 7-9	7	2.8
HIGH SCHOOL, GRADES 10-12	4	1.6
INTERMEDIATE AND BELOW	33	13.4
JUNIOR AND SENIOR HIGH	9	3.6
INVALID OR NO RESPONSE	10	4.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	196	28.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	247	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	39	15.8
3 TO 5	73	29.6
6 TO 10	71	28.7
11 TO 15	23	9.3
16 OR MORE	29	11.7
INVALID OR NO RESPONSE	12	4.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1401 AND 2223 MIDPOINT 1812

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	160	64.8
MANIPULATIVE OBJECTS AND TOOLS	154	62.3
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	70	28.3
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	67	27.1
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	60	24.3
LARGE TYPE WORKBOOKS, WORKTEXTS	58	23.5
MODELS	49	19.8
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	47	19.0
OTHER RECORDED MATERIALS	35	14.2
BRAILLE WORKBOOKS, WORKTEXTS	32	13.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	28	11.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	24	9.7
MULTIMEDIA KITS	24	9.7
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	16	6.5
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	15	6.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	12	4.9
PROJECTED VISUALS (E.G., FILMS)	10	4.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	9	3.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	149	60.3
MANIPULATIVE OBJECTS AND TOOLS	136	55.1
MULTIMEDIA KITS	76	30.8
LARGE TYPE WORKBOOKS, WORKTEXTS	72	29.1
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	65	26.3
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	62	25.1
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	61	24.7
MODELS	60	24.3
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	57	23.1
BRAILLE WORKBOOKS, WORKTEXTS	55	22.3
OTHER RECORDED MATERIALS	52	21.1
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	51	20.6
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	51	20.6
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	42	17.0
BRAILLE MAGAZINES, SPECIALIZED COMICS	41	16.6
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	35	14.2
PROJECTED VISUALS (E.G., FILMS)	35	14.2
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	25	10.1

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	196	28.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	247	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	112	45.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	31	12.6
AVAILABLE MATERIALS TOO COSTLY	28	11.3
AVAILABLE MATERIALS POOR IN QUALITY	27	10.9
INVALID OR NO RESPONSE	49	19.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	78	31.6
INTEREST LEVEL INAPPROPRIATE	73	29.6
CONCEPT LEVEL INAPPROPRIATE	69	27.9
NOT RELEVANT TO MY CURRICULUM	66	26.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	57	23.1
POOR SEQUENCING OF LEARNING COMPONENTS	54	21.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	39	15.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	20	8.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	19	7.7
LANGUAGE LEVEL NOT UNIFORM	18	7.3
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	104	42.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	85	34.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	74	30.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	72	29.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	51	20.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	45	18.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	45	18.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	39	15.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	28	11.3
INADEQUATE TEACHER DIRECTIONS	21	8.5
REQUIRES TOO MUCH TEACHER TRAINING	16	6.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	64	25.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	54	21.9
POOR DURABILITY	36	14.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	35	14.2
POOR AUDIO QUALITY	20	8.1
DIFFICULT TO STORE/NOT PORTABLE	20	8.1
INADEQUATE HEALTH AND SAFETY FEATURES	15	6.1
DIFFICULT TO OPERATE AND/OR USE	12	4.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	195	28.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	238	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
READING COMPREHENSION	57	23.9
REMEDIAL READING	50	21.0
WORD ATTACK SKILLS	47	19.7
READING READINESS SKILLS	32	13.4
READING VOCABULARY DEVELOPMENT	24	10.1
DEVELOPMENT OF READING RATE	19	8.0
READING APPRECIATION/RECREATIONAL READING	9	3.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	195	28.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	238	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	3	1.3
5 TO 8	60	25.2
9 TO 11	59	24.8
12 TO 14	40	16.8
15 TO 17	13	5.5
18 AND OVER	2	0.8
11 AND YOUNGER	22	9.2
12 AND OLDER	39	16.4
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	12	5.0
PRIMARY, GRADES K-3	100	42.0
INTERMEDIATE, GRADES 4-6	51	21.4
JUNIOR HIGH, GRADES 7-9	18	7.6
HIGH SCHOOL, GRADES 10-12	3	1.3
INTERMEDIATE AND BELOW	27	11.3
JUNIOR AND SENIOR HIGH	25	10.5
INVALID OR NO RESPONSE	2	0.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	195	28.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	238	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	46	19.3
3 TO 5	78	32.8
6 TO 10	71	29.8
11 TO 15	14	5.9
16 OR MORE	24	10.1
INVALID OR NO RESPONSE	5	2.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1244 AND 2002 MIDPOINT 1623

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	155	65.1
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	138	58.0
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	129	54.2
LARGE TYPE WORKBOOKS, WORKTEXTS	117	49.2
GAMES, TOYS, PUZZLES	117	49.2
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	111	46.6
BRAILLE WORKBOOKS, WORKTEXTS	92	38.7
MANIPULATIVE OBJECTS AND TOOLS	70	29.4
OTHER RECORDED MATERIALS	47	19.7
PROJECTED VISUALS (E.G., FILMS)	44	18.5
BRAILLE MAGAZINES, SPECIALIZED COMICS	42	17.6
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	42	17.6
MULTIMEDIA KITS	42	17.6
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	36	15.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	35	14.7
MODELS	34	14.3
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	31	13.0
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	23	9.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
LARGE TYPE WORKBOOKS, WORKTEXTS	114	47.9
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	101	42.4
BRAILLE WORKBOOKS, WORKTEXTS	100	42.0
GAMES, TOYS, PUZZLES	96	40.3
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	90	37.8
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	88	37.0
MULTIMEDIA KITS	88	37.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	82	34.5
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	74	31.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	74	31.1
MANIPULATIVE OBJECTS AND TOOLS	58	24.4
MODELS	56	23.5
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	51	21.4
OTHER RECORDED MATERIALS	48	20.2
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	42	17.6
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	42	17.6
PROJECTED VISUALS (E.G., FILMS)	33	13.9
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	26	10.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	195	28.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	238	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	105	44.1
AVAILABLE MATERIALS TOO COSTLY	34	14.3
AVAILABLE MATERIALS POOR IN QUALITY	23	9.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	20	8.4
INVALID OR NO RESPONSE	56	23.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	98	41.2
INTEREST LEVEL INAPPROPRIATE	86	36.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	69	29.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	64	26.9
POOR SEQUENCING OF LEARNING COMPONENTS	40	16.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	39	16.4
CONCEPT LEVEL INAPPROPRIATE	37	15.5
LANGUAGE LEVEL NOT UNIFORM	27	11.3
NOT RELEVANT TO MY CURRICULUM	24	10.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	4.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	103	43.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	79	33.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	76	31.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	61	25.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	52	21.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	49	20.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	47	19.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	27	11.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	9.7
INADEQUATE TEACHER DIRECTIONS	23	9.7
REQUIRES TOO MUCH TEACHER TRAINING	17	7.1
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	96	40.3
LOW CHILD APPEAL	76	31.9
POOR DURABILITY	32	13.4
DIFFICULT TO STORE/NOT PORTABLE	23	9.7
POOR AUDIO QUALITY	18	7.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	18	7.6
DIFFICULT TO OPERATE AND/OR USE	10	4.2
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.4

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	175	25.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	182	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
CONCEPT DEVELOPMENT	81	44.5
ATTENDING/RESPONDING	61	33.5
DECISION MAKING SKILLS	26	14.3
MEMORY	6	3.3
COGNITIVE SEQUENCING	5	2.7
ASSOCIATION	2	1.1
CLASSIFICATION	1	0.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	175	25.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	182	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	16	8.8
5 TO 8	51	28.0
9 TO 11	37	20.3
12 TO 14	17	9.3
15 TO 17	8	4.4
18 AND OVER	5	2.7
11 AND YOUNGER	30	16.5
12 AND OLDER	17	9.3
INVALID OR NO RESPONSE	1	0.5

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	22	12.1
PRE-SCHOOL, AGES 3-4	44	24.2
PRIMARY, GRADES K-3	49	26.9
INTERMEDIATE, GRADES 4-6	24	13.2
JUNIOR HIGH, GRADES 7-9	8	4.4
HIGH SCHOOL, GRADES 10-12	1	0.5
INTERMEDIATE AND BELOW	24	13.2
JUNIOR AND SENIOR HIGH	7	3.8
INVALID OR NO RESPONSE	3	1.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	175	25.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	182	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	28	15.4
3 TO 5	49	26.9
6 TO 10	50	27.5
11 TO 15	19	10.4
16 OR MORE	29	15.9
INVALID OR NO RESPONSE	7	3.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1148 AND 1811 MIDPOINT 1480

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	115	63.2
MANIPULATIVE OBJECTS AND TOOLS	108	59.3
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	89	48.9
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	76	41.8
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	61	33.5
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	55	30.2
LARGE TYPE WORKBOOKS, WORKTEXTS	54	29.7
OTHER RECORDED MATERIALS	42	23.1
MODELS	42	23.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	31	17.0
PROJECTED VISUALS (E.G., FILMS)	31	17.0
BRAILLE WORKBOOKS, WORKTEXTS	30	16.5
MULTIMEDIA KITS	28	15.4
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	22	12.1
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	21	11.5
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	19	10.4
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	16	8.8
BRAILLE MAGAZINES, SPECIALIZED COMICS	15	8.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	106	58.2
MANIPULATIVE OBJECTS AND TOOLS	89	48.9
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	81	44.5
MULTIMEDIA KITS	76	41.8
LARGE TYPE WORKBOOKS, WORKTEXTS	69	37.9
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	62	34.1
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	61	33.5
BRAILLE WORKBOOKS, WORKTEXTS	60	33.0
MODELS	56	30.8
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	55	30.2
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	55	30.2
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	52	28.6
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	51	28.0
OTHER RECORDED MATERIALS	47	25.8
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	42	23.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	40	22.0
PROJECTED VISUALS (E.G., FILMS)	40	22.0
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	30	16.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	175	25.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	182	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	74	40.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	33	18.1
AVAILABLE MATERIALS TOO COSTLY	21	11.5
AVAILABLE MATERIALS POOR IN QUALITY	19	10.4
INVALID OR NO RESPONSE	35	19.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	67	36.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	64	35.2
CONCEPT LEVEL INAPPROPRIATE	61	33.5
INTEREST LEVEL INAPPROPRIATE	55	30.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	45	24.7
POOR SEQUENCING OF LEARNING COMPONENTS	38	20.9
NOT RELEVANT TO MY CURRICULUM	34	18.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	25	13.7
LANGUAGE LEVEL NOT UNIFORM	18	9.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	16	8.8
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	66	36.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	62	34.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	54	29.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	43	23.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	39	21.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	33	18.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	33	18.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	32	17.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	20	11.0
INADEQUATE TEACHER DIRECTIONS	17	9.3
REQUIRES TOO MUCH TEACHER TRAINING	11	6.0
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	51	28.0
LOW CHILD APPEAL	48	26.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	24	13.2
POOR DURABILITY	22	12.1
POOR AUDIO QUALITY	13	7.1
DIFFICULT TO STORE/NOT PORTABLE	11	6.0
DIFFICULT TO OPERATE AND/OR USE	5	2.7
INADEQUATE HEALTH AND SAFETY FEATURES	3	1.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	148	21.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	181	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
DRESSING, GROOMING AND PERSONAL HYGIENE	50	27.6
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	43	23.8
FEEDING AND EATING	26	14.4
LIFE-LONG LEISURE SKILLS	19	10.5
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	17	9.4
FOOD PREPARATION	14	7.7
TOILETING	10	5.5
CHILD CARE	2	1.1
DRIVER'S EDUCATION	0	0.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	148	21.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	181	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	7	3.9
5 TO 8	13	7.2
9 TO 11	23	12.7
12 TO 14	24	13.3
15 TO 17	35	19.3
18 AND OVER	9	5.0
11 AND YOUNGER	19	10.5
12 AND OLDER	49	27.1
INVALID OR NO RESPONSE	2	1.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	25	13.8
PRE-SCHOOL, AGES 3-4	24	13.3
PRIMARY, GRADES K-3	20	11.0
INTERMEDIATE, GRADES 4-6	20	11.0
JUNIOR HIGH, GRADES 7-9	16	8.8
HIGH SCHOOL, GRADES 10-12	11	6.1
INTERMEDIATE AND BELOW	17	9.4
JUNIOR AND SENIOR HIGH	46	25.4
INVALID OR NO RESPONSE	2	1.1

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	148	21.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	181	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	14	7.7
3 TO 5	48	26.5
6 TO 10	45	24.9
11 TO 15	16	8.8
16 OR MORE	51	28.2
INVALID OR NO RESPONSE	7	3.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1420 AND 2233 MIDPOINT 1827

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	64	35.4
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	52	28.7
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	52	28.7
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	52	28.7
GAMES, TOYS, PUZZLES	47	26.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	44	24.3
PROJECTED VISUALS (E.G., FILMS)	36	19.9
LARGE TYPE WORKBOOKS, WORKTEXTS	27	14.9
MODELS	26	14.4
OTHER RECORDED MATERIALS	24	13.3
MULTIMEDIA KITS	22	12.2
BRAILLE WORKBOOKS, WORKTEXTS	20	11.0
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	16	8.8
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	15	8.3
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	15	8.3
BRAILLE MAGAZINES, SPECIALIZED COMICS	14	7.7
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	14	7.7
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	14	7.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	84	46.4
MANIPULATIVE OBJECTS AND TOOLS	76	42.0
GAMES, TOYS, PUZZLES	74	40.9
LARGE TYPE WORKBOOKS, WORKTEXTS	68	37.6
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	67	37.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	66	36.5
BRAILLE WORKBOOKS, WORKTEXTS	65	35.9
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	65	35.9
MULTIMEDIA KITS	65	35.9
BRAILLE MAGAZINES, SPECIALIZED COMICS	62	34.3
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	58	32.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	56	30.9
MODELS	54	29.8
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	47	26.0
PROJECTED VISUALS (E.G., FILMS)	47	26.0
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	42	23.2
OTHER RECORDED MATERIALS	41	22.7
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	37	20.4

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	148	21.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	181	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	76	42.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	36	19.9
AVAILABLE MATERIALS POOR IN QUALITY	15	8.3
AVAILABLE MATERIALS TOO COSTLY	15	8.3
INVALID OR NO RESPONSE	39	21.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	58	32.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	50	27.6
INTEREST LEVEL INAPPROPRIATE	44	24.3
CONCEPT LEVEL INAPPROPRIATE	41	22.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	40	22.1
NOT RELEVANT TO MY CURRICULUM	38	21.0
POOR SEQUENCING OF LEARNING COMPONENTS	28	15.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	24	13.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	6.1
LANGUAGE LEVEL NOT UNIFORM	8	4.4
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	75	41.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	52	28.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	52	28.7
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	50	27.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	30	16.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	29	16.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	27	14.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	24	13.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	23	12.7
REQUIRES TOO MUCH TEACHER TRAINING	10	5.5
INADEQUATE TEACHER DIRECTIONS	5	2.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	36	19.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	27	14.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	25	13.8
DIFFICULT TO OPERATE AND/OR USE	15	8.3
POOR AUDIO QUALITY	13	7.2
DIFFICULT TO STORE/NOT PORTABLE	10	5.5
POOR DURABILITY	10	5.5
INADEQUATE HEALTH AND SAFETY FEATURES	4	2.2

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	143	20.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	186	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
JOB PREPARATION/SKILLS DEVELOPMENT	70	37.6
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	52	28.0
EXPLORATION OF CAREERS	31	16.7
AWARENESS OF PEOPLE AND THEIR WORK	14	7.5
VOCATIONAL ADJUSTMENT	14	7.5
JOB SEEKING/INTERVIEW SKILLS	5	2.7

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	143	20.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	186	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	2	1.1
9 TO 11	8	4.3
12 TO 14	21	11.3
15 TO 17	72	38.7
18 AND OVER	11	5.9
11 AND YOUNGER	0	0.0
12 AND OLDER	70	37.6
INVALID OR NO RESPONSE	2	1.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	2	1.1
PRIMARY, GRADES K-3	7	3.8
INTERMEDIATE, GRADES 4-6	22	11.8
JUNIOR HIGH, GRADES 7-9	27	14.5
HIGH SCHOOL, GRADES 10-12	57	30.6
INTERMEDIATE AND BELOW	6	3.2
JUNIOR AND SENIOR HIGH	63	33.9
INVALID OR NO RESPONSE	2	1.1

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	143	20.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	186	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	29	15.6
3 TO 5	46	24.7
6 TO 10	48	25.8
11 TO 15	22	11.8
16 OR MORE	29	15.6
INVALID OR NO RESPONSE	12	6.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1161 AND 1823 MIDPOINT 1492

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	81	43.5
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	75	40.3
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	70	37.6
MANIPULATIVE OBJECTS AND TOOLS	49	26.3
PROJECTED VISUALS (E.G., FILMS)	40	21.5
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	38	20.4
LARGE TYPE WORKBOOKS, WORKTEXTS	33	17.7
GAMES, TOYS, PUZZLES	27	14.5
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	26	14.0
OTHER RECORDED MATERIALS	26	14.0
BRAILLE WORKBOOKS, WORKTEXTS	25	13.4
BRAILLE MAGAZINES, SPECIALIZED COMICS	22	11.8
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	22	11.8
MULTIMEDIA KITS	20	10.8
MODELS	16	8.6
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	15	8.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	11	5.9
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	7	3.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	117	62.9
LARGE TYPE WORKBOOKS, WORKTEXTS	95	51.1
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	94	50.5
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	91	48.9
BRAILLE WORKBOOKS, WORKTEXTS	91	48.9
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	80	43.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	74	39.8
BRAILLE MAGAZINES, SPECIALIZED COMICS	70	37.6
GAMES, TOYS, PUZZLES	66	35.5
MULTIMEDIA KITS	65	34.9
MANIPULATIVE OBJECTS AND TOOLS	57	30.6
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	54	29.0
MODELS	52	28.0
OTHER RECORDED MATERIALS	44	23.7
PROJECTED VISUALS (E.G., FILMS)	44	23.7
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	39	21.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	34	18.3
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	27	14.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	143	20.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	186	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	79	42.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	42	22.6
AVAILABLE MATERIALS POOR IN QUALITY	18	9.7
AVAILABLE MATERIALS TOO COSTLY	13	7.0
INVALID OR NO RESPONSE	34	18.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	71	38.2
INTEREST LEVEL INAPPROPRIATE	48	25.8
NOT RELEVANT TO MY CURRICULUM	32	17.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	27	14.5
CONCEPT LEVEL INAPPROPRIATE	26	14.0
NOT ENOUGH REPETITION, REINFORCEMENT	25	13.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	23	12.4
POOR SEQUENCING OF LEARNING COMPONENTS	18	9.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	5.9
LANGUAGE LEVEL NOT UNIFORM	10	5.4
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	62	33.3
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	43	23.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	38	20.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	36	19.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	32	17.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	27	14.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	25	13.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	25	13.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	19	10.2
INADEQUATE TEACHER DIRECTIONS	8	4.3
REQUIRES TOO MUCH TEACHER TRAINING	7	3.8
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	41	22.0
LOW CHILD APPEAL	40	21.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	15	8.1
POOR AUDIO QUALITY	14	7.5
DIFFICULT TO STORE/NOT PORTABLE	13	7.0
POOR DURABILITY	11	5.9
DIFFICULT TO OPERATE AND/OR USE	9	4.8
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	108	15.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	124	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER	FREQ.	PCT
COMPUTATION	37	29.8
PROBLEM SOLVING/MATHEMATICS APPLICATION	31	25.0
MATHEMATICS READINESS (VOCABULARY, RELATIONSHIPS)	15	12.1
CONSUMER MATHEMATICS	11	8.9
DECIMALS, PERCENTAGE, RATIO, FRACTIONS	9	7.3
MEASUREMENT, TIME, MONEY	7	5.6
NUMERATION	6	4.8
METRIC SYSTEM	5	4.0
GEOMETRY/ALGEBRA	3	2.4

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	108	15.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	124	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	27	21.8
9 TO 11	23	18.5
12 TO 14	23	18.5
15 TO 17	17	13.7
18 AND OVER	0	0.0
11 AND YOUNGER	5	4.0
12 AND OLDER	27	21.8
INVALID OR NO RESPONSE	2	1.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	1	0.8
PRIMARY, GRADES K-3	39	31.5
INTERMEDIATE, GRADES 4-6	34	27.4
JUNIOR HIGH, GRADES 7-9	13	10.5
HIGH SCHOOL, GRADES 10-12	9	7.3
INTERMEDIATE AND BELOW	8	6.5
JUNIOR AND SENIOR HIGH	17	13.7
INVALID OR NO RESPONSE	3	2.4

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	108	15.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	124	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	17	13.7
3 TO 5	32	25.8
6 TO 10	35	28.2
11 TO 15	18	14.5
16 OR MORE	17	13.7
INVALID OR NO RESPONSE	5	4.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 793 AND 1239 MIDPOINT 1016

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	81	65.3
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	75	60.5
MANIPULATIVE OBJECTS AND TOOLS	64	51.6
GAMES, TOYS, PUZZLES	60	48.4
LARGE TYPE WORKBOOKS, WORKTEXTS	45	36.3
BRAILLE WORKBOOKS, WORKTEXTS	35	28.2
MODELS	34	27.4
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	31	25.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	24	19.4
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	18	14.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	15	12.1
PROJECTED VISUALS (E.G., FILMS)	15	12.1
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	14	11.3
MULTIMEDIA KITS	11	8.9
OTHER RECORDED MATERIALS	10	8.1
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	8	6.5
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	7	5.6
BRAILLE MAGAZINES, SPECIALIZED COMICS	6	4.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
BRAILLE WORKBOOKS, WORKTEXTS	64	51.6
GAMES, TOYS, PUZZLES	62	50.0
LARGE TYPE WORKBOOKS, WORKTEXTS	60	48.4
MANIPULATIVE OBJECTS AND TOOLS	53	42.7
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	50	40.3
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	46	37.1
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	42	33.9
MULTIMEDIA KITS	39	31.5
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	38	30.6
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	32	25.8
MODELS	32	25.8
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	30	24.2
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	27	21.8
BRAILLE MAGAZINES, SPECIALIZED COMICS	25	20.2
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	22	17.7
OTHER RECORDED MATERIALS	21	16.9
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	21	16.9
PROJECTED VISUALS (E.G., FILMS)	13	10.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	108	15.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	124	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	58	46.8
AVAILABLE MATERIALS POOR IN QUALITY	13	10.5
AVAILABLE MATERIALS TOO COSTLY	12	9.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	11	8.9
INVALID OR NO RESPONSE	30	24.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	57	46.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	37	29.8
POOR SEQUENCING OF LEARNING COMPONENTS	34	27.4
INTEREST LEVEL INAPPROPRIATE	28	22.6
NOT RELEVANT TO MY CURRICULUM	21	16.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	21	16.9
CONCEPT LEVEL INAPPROPRIATE	21	16.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	18	14.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	4.8
LANGUAGE LEVEL NOT UNIFORM	5	4.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	49	39.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	49	39.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	40	32.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	36	29.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	31	25.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	31	25.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	15	12.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	12	9.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	8	6.5
INADEQUATE TEACHER DIRECTIONS	8	6.5
REQUIRES TOO MUCH TEACHER TRAINING	6	4.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	38	30.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	28	22.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	16	12.9
POOR DURABILITY	9	7.3
DIFFICULT TO OPERATE AND/OR USE	4	3.2
DIFFICULT TO STORE/NOT PORTABLE	3	2.4
POOR AUDIO QUALITY	2	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.8

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION F. ANALYSIS OF THE PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

SUBSECTION F CONTAINS THE SAME TYPE OF THREE-PAGE ANALYSIS FOR ALL CURRICULUM AREAS COMBINED AS DOES SUBSECTION D FOR INDIVIDUAL CURRICULUM AREAS.

THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* IT APPEARS OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THESE QUESTIONS.

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THE ABOVE RESPONDENT POPULATION MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE MOST CRITICAL. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS RESPONDENT POPULATION.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THIS POPULATION OF TEACHERS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT. THAT IS, IT IS ESTIMATED THAT THE MATERIALS NEEDS OF ABOUT 16,113 STUDENTS IN THESE HANDICAP AREAS (OR SOMEWHERE BETWEEN 12,494 AND 19,731) ARE REPRESENTED BY THE MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE ABOVE RESPONDENT POPULATION.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE RESPONDENT POPULATION (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS RESPONDENT POPULATION. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1957	95.2
TOTAL NUMBER OF RESPONSES POSSIBLE	2055	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	73	3.7
5 TO 8	337	17.2
9 TO 11	328	16.8
12 TO 14	272	13.9
15 TO 17	249	12.7
18 AND OVER	57	2.9
11 AND YOUNGER	198	10.1
12 AND OLDER	410	21.0
INVALID OR NO RESPONSE	33	1.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	119	6.1
PRE-SCHOOL, AGES 3-4	200	10.2
PRIMARY, GRADES K-3	463	23.7
INTERMEDIATE, GRADES 4-6	301	15.4
JUNIOR HIGH, GRADES 7-9	190	9.7
HIGH SCHOOL, GRADES 10-12	133	6.8
INTERMEDIATE AND BELOW	191	9.8
JUNIOR AND SENIOR HIGH	322	16.5
INVALID OR NO RESPONSE	38	1.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1957	95.2
TOTAL NUMBER OF RESPONSES POSSIBLE	2055	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	298	15.2
3 TO 5	538	27.5
6 TO 10	508	26.0
11 TO 15	186	9.5
16 OR MORE	343	17.5
INVALID OR NO RESPONSE	84	4.3

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 12494 AND 19731 MIDPOINT 16113

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	786	40.2
GAMES, TOYS, PUZZLES	785	40.1
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	763	39.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	725	37.0
MANIPULATIVE OBJECTS AND TOOLS	706	36.1
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	621	31.7
LARGE TYPE WORKBOOKS, WORKTEXTS	474	24.2
MODELS	342	17.5
BRAILLE WORKBOOKS, WORKTEXTS	340	17.4
OTHER RECORDED MATERIALS	310	15.8
PROJECTED VISUALS (E.G., FILMS)	293	15.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	259	13.2
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	238	12.2
MULTIMEDIA KITS	217	11.1
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	204	10.4
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	197	10.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	192	9.8
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	154	7.9

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	882	45.1
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	861	44.0
LARGE TYPE WORKBOOKS, WORKTEXTS	763	39.0
BRAILLE WORKBOOKS, WORKTEXTS	722	36.9
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	690	35.3
MANIPULATIVE OBJECTS AND TOOLS	688	35.2
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	676	34.5
MULTIMEDIA KITS	661	33.8
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	646	33.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	594	30.4
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	546	27.9
BRAILLE MAGAZINES, SPECIALIZED COMICS	537	27.4
MODELS	509	26.0
OTHER RECORDED MATERIALS	441	22.5
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	439	22.4
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	364	18.6
PROJECTED VISUALS (E.G., FILMS)	361	18.4
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	310	15.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1957	95.2
TOTAL NUMBER OF RESPONSES POSSIBLE	2055	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	829	42.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	347	17.7
AVAILABLE MATERIALS TOO COSTLY	202	10.3
AVAILABLE MATERIALS POOR IN QUALITY	188	9.6
INVALID OR NO RESPONSE	391	20.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	594	30.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	565	28.9
INTEREST LEVEL INAPPROPRIATE	552	28.2
CONCEPT LEVEL INAPPROPRIATE	415	21.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	405	20.7
NOT RELEVANT TO MY CURRICULUM	358	18.3
POOR SEQUENCING OF LEARNING COMPONENTS	316	16.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	271	13.8
LANGUAGE LEVEL NOT UNIFORM	134	6.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	110	5.6
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	659	33.7
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	648	33.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	465	23.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	444	22.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	431	22.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	358	18.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	307	15.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	249	12.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	223	11.4
INADEQUATE TEACHER DIRECTIONS	126	6.4
REQUIRES TOO MUCH TEACHER TRAINING	104	5.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	491	25.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	434	22.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	203	10.4
POOR DURABILITY	184	9.4
POOR AUDIO QUALITY	132	6.7
DIFFICULT TO STORE/NOT PORTABLE	128	6.5
DIFFICULT TO OPERATE AND/OR USE	108	5.5
INADEQUATE HEALTH AND SAFETY FEATURES	33	1.7

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION G. DISTRIBUTION OF STUDENT CHARACTERISTICS FOR WHICH THE HIGHEST PRIORITY MATERIALS NEEDS EXIST

RECALL THAT THE CURRICULUM AREA PRIORITIES WERE CHOSEN IN CONJUNCTION WITH CERTAIN STUDENT CHARACTERISTICS WHICH DESCRIBED THE TYPE OF STUDENTS FOR WHICH MATERIALS NEEDS WERE MOST CRITICAL. ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE RESPONDENT POPULATION INDICATED ABOVE, THESE STUDENT CHARACTERISTICS WERE CHRONOLOGICAL AGE AND FUNCTIONAL LEVEL. IN THE ANALYSES CONTAINED IN SUBSECTION D, WHERE EACH HIGH PRIORITY CURRICULUM AREA WAS EXPLORED IN DEPTH, THE PREDOMINANT LEVELS OF EACH STUDENT CHARACTERISTIC ASSOCIATED WITH THAT CURRICULUM AREA WERE IDENTIFIED.

SUBSECTION G BEGINS AN IN-DEPTH EXAMINATION OF THE STUDENT CHARACTERISTICS THEMSELVES, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. IT PRESENTS THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO PRIORITIZED MATERIALS NEEDS FOR EACH CHRONOLOGICAL AGE CATEGORY AND FUNCTIONAL LEVEL OF STUDENT. THUS, SUBSECTION G MAY BE REGARDED AS AN OVERVIEW OF THE KINDS OF STUDENTS, CLASSIFIED BY THESE CHARACTERISTICS, FOR WHOM MATERIALS DEVELOPMENT IS PERCEIVED AS MOST CRITICAL BY THIS POPULATION OF TEACHERS.*

THIS OVERVIEW PROVIDES A FRAMEWORK FOR THE NEXT SUBSECTION (H), IN WHICH MATERIALS PRIORITIES FOR SUBGROUPS OF STUDENTS CLASSIFIED BY DIFFERENT CHRONOLOGICAL AGE LEVELS ARE DETAILED AND ANALYZED.

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*IN THIS SENSE, IT MAY BE REGARDED AS AN ADJUNCTIVE ANALYSIS TO THAT CONTAINED IN PAGE 1 OF THE THREE-PAGE ANALYSIS PRESENTED IN SUBSECTION F. IT DIFFERS FROM THE SUBSECTION F ANALYSIS IN THAT THE LATTER PRESENTS THE FREQUENCY OF RESPONSES TO THE STUDENT CHARACTERISTICS, WHILE THE SUBSECTION G ANALYSIS IS BASED ON THE FREQUENCY OF RESPONDENTS CHOOSING THESE CHARACTERISTICS.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF STUDENT CHARACTERISTICS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS AGE LEVEL

CHRONOLOGICAL AGE	FREQ.	PCT
4 OR UNDER	41	6.0
5 TO 8	179	26.1
9 TO 11	173	25.3
12 TO 14	157	22.9
15 TO 17	140	20.4
18 AND OVER	33	4.8
11 AND YOUNGER	102	14.9
12 AND OLDER	185	27.0
INVALID OR NO RESPONSE	18	2.6

RESPONDENTS CHOOSING THIS FUNCTIONAL LEVEL

FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	59	8.6
PRE-SCHOOL, AGES 3-4	107	15.6
PRIMARY, GRADES K-3	237	34.6
INTERMEDIATE, GRADES 4-6	163	23.8
JUNIOR HIGH, GRADES 7-9	119	17.4
HIGH SCHOOL, GRADES 10-12	85	12.4
INTERMEDIATE AND BELOW	98	14.3
JUNIOR AND SENIOR HIGH	151	22.0
INVALID OR NO RESPONSE	22	3.2

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION H. CURRICULUM AREA ANALYSES FOR STUDENT CHRONOLOGICAL AGE

SUBSECTION H PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR STUDENTS AT DIFFERENT CHRONOLOGICAL AGE LEVELS, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. FOR PURPOSES OF THIS ANALYSIS, THE EIGHT AGE LEVELS CONTAINED ON THE FOLD-IN SHEET OF THE QUESTIONNAIRE FOR THE ABOVE RESPONDENT POPULATION WERE COLLAPSED INTO TWO AGE CATEGORIES:

CHRONOLOGICAL AGE: 11 AND YOUNGER
CHRONOLOGICAL AGE: 12 AND OLDER

THESE TWO CATEGORIES ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE CHRONOLOGICAL AGE CATEGORY IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS AGE CATEGORY APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS AGE CATEGORY. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE AGE CATEGORIES CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN AGE CATEGORY, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS AGE CATEGORY.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE AGE LEVELS WITHIN THE GIVEN AGE CATEGORY AND TO THE OTHER CHARACTERISTICS FOR STUDENTS IN THIS CHRONOLOGICAL AGE CATEGORY.

PAGES 2-3 CONTAIN THE RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR THE GIVEN CHRONOLOGICAL AGE CATEGORY. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS AGE CATEGORY.

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*A GIVEN RESPONDENT MIGHT (AND OFTEN DID) CHOOSE THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS AT THE SAME AGE LEVEL--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED RANGE OF STUDENTS.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	400	58.4
TOTAL RESPONSES TO THIS AGE CATEGORY	936	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CONCEPT DEVELOPMENT	62	15.5
APPROPRIATE SOCIAL BEHAVIOR	53	13.3
ATTENDING/RESPONDING	45	11.3
VISUAL PERCEPTION	40	10.0
WORD ATTACK SKILLS	39	9.8
LISTENING SKILLS	37	9.3
FINE MOTOR DEVELOPMENT	31	7.8
SELF-ACCEPTANCE	29	7.3
READING READINESS SKILLS	28	7.0
SENSORY MOTOR INTEGRATION	27	6.8
ORAL EXPRESSION	27	6.8
READING COMPREHENSION	27	6.8
DRESSING, GROOMING AND PERSONAL HYGIENE	27	6.8
COMPUTATION	24	6.0
GROSS MOTOR DEVELOPMENT	22	5.5
SPATIAL ORIENTATION AND AWARENESS	21	5.3
BRAILLE WRITING SKILLS	20	5.0
BODY AWARENESS	19	4.8
FEEDING AND EATING	18	4.5

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	400	58.4
TOTAL RESPONSES TO THIS AGE CATEGORY	936	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	73	7.8
5 TO 8	337	36.0
9 TO 11	328	35.0
12 TO 14	0	0.0
15 TO 17	0	0.0
18 AND OVER	0	0.0
11 AND YOUNGER	198	21.2
12 AND OLDER	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	77	8.2
PRE-SCHOOL, AGES 3-4	150	16.0
PRIMARY, GRADES K-3	399	42.6
INTERMEDIATE, GRADES 4-6	159	17.0
JUNIOR HIGH, GRADES 7-9	1	0.1
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	142	15.2
JUNIOR AND SENIOR HIGH	2	0.2
INVALID OR NO RESPONSE	6	0.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	400	58.4
TOTAL RESPONSES TO THIS AGE CATEGORY	936	

Q1 APPROXIMATELY HOW MANY STUDENTS IN THIS AGE CATEGORY WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	168	17.9
3 TO 5	311	33.2
6 TO 10	279	29.8
11 TO 15	65	6.9
16 OR MORE	74	7.9
INVALID OR NO RESPONSE	39	4.2

APPROXIMATE NUMBER OF STUDENTS OF THIS AGE WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 4674 AND 7506 MIDPOINT 6090

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	499	53.3
MANIPULATIVE OBJECTS AND TOOLS	418	44.7
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	363	38.8
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	331	35.4
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	319	34.1
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	285	30.4
LARGE TYPE WORKBOOKS, WORKTEXTS	256	27.4
MODELS	183	19.6
BRAILLE WORKBOOKS, WORKTEXTS	171	18.3
OTHER RECORDED MATERIALS	160	17.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	123	13.1
PROJECTED VISUALS (E.G., FILMS)	106	11.3
MULTIMEDIA KITS	102	10.9
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	88	9.4
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	87	9.3
BRAILLE MAGAZINES, SPECIALIZED COMICS	75	8.0
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	73	7.8
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	72	7.7

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	467	49.9
MANIPULATIVE OBJECTS AND TOOLS	370	39.5
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	364	38.9
LARGE TYPE WORKBOOKS, WORKTEXTS	329	35.1
MULTIMEDIA KITS	312	33.3
BRAILLE WORKBOOKS, WORKTEXTS	309	33.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	282	30.1
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	280	29.9
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	275	29.4
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	274	29.3
MODELS	259	27.7
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	254	27.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	215	23.0
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	204	21.8
OTHER RECORDED MATERIALS	193	20.6
PROJECTED VISUALS (E.G., FILMS)	169	18.1
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	168	17.9
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	130	13.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	400	58.4
TOTAL RESPONSES TO THIS AGE CATEGORY	936	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	407	43.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	155	16.6
AVAILABLE MATERIALS TOO COSTLY	104	11.1
AVAILABLE MATERIALS POOR IN QUALITY	80	8.5
INVALID OR NO RESPONSE	190	20.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	301	32.2
INTEREST LEVEL INAPPROPRIATE	253	27.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	235	25.1
CONCEPT LEVEL INAPPROPRIATE	209	22.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	182	19.4
NOT RELEVANT TO MY CURRICULUM	172	18.4
POOR SEQUENCING OF LEARNING COMPONENTS	172	18.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	104	11.1
LANGUAGE LEVEL NOT UNIFORM	63	6.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	53	5.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	317	33.9
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	283	30.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	238	25.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	221	23.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	196	20.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	164	17.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	158	16.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	121	12.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	97	10.4
INADEQUATE TEACHER DIRECTIONS	74	7.9
REQUIRES TOO MUCH TEACHER TRAINING	56	6.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	244	26.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	227	24.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	101	10.8
POOR DURABILITY	99	10.6
POOR AUDIO QUALITY	73	7.8
DIFFICULT TO STORE/NOT PORTABLE	66	7.1
DIFFICULT TO OPERATE AND/OR USE	56	6.0
INADEQUATE HEALTH AND SAFETY FEATURES	21	2.2

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	410	59.9
TOTAL RESPONSES TO THIS AGE CATEGORY	988	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
JOB PREPARATION/SKILLS DEVELOPMENT	66	16.1
APPROPRIATE SOCIAL BEHAVIOR	50	12.2
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	46	11.2
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	37	9.0
SELF-ACCEPTANCE	36	8.8
REMEDIAL READING	32	7.8
READING COMPREHENSION	30	7.3
EXPLORATION OF CAREERS	30	7.3
PROBLEM SOLVING/MATHEMATICS APPLICATION	25	6.1
PHYSICAL FITNESS AND EXERCISE	24	5.9
DRESSING, GROOMING AND PERSONAL HYGIENE	23	5.6
LISTENING SKILLS	22	5.4
STUDY SKILLS AND REFERENCE SKILLS	22	5.4
INTERPERSONAL RELATIONS	22	5.4
CONCEPT DEVELOPMENT	18	4.4
SENSORY MOTOR INTEGRATION	17	4.1
SPATIAL ORIENTATION AND AWARENESS	17	4.1
HUMAN SEXUALITY (SEX EDUCATION)	17	4.1

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	410	59.9
TOTAL RESPONSES TO THIS AGE CATEGORY	988	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	0	0.0
12 TO 14	272	27.5
15 TO 17	249	25.2
18 AND OVER	57	5.8
11 AND YOUNGER	0	0.0
12 AND OLDER	410	41.5
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	42	4.3
PRE-SCHOOL, AGES 3-4	50	5.1
PRIMARY, GRADES K-3	62	6.3
INTERMEDIATE, GRADES 4-6	142	14.4
JUNIOR HIGH, GRADES 7-9	189	19.1
HIGH SCHOOL, GRADES 10-12	133	13.5
INTERMEDIATE AND BELOW	49	5.0
JUNIOR AND SENIOR HIGH	315	31.9
INVALID OR NO RESPONSE	6	0.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	410	59.9
TOTAL RESPONSES TO THIS AGE CATEGORY	988	

Q1 APPROXIMATELY HOW MANY STUDENTS IN THIS AGE CATEGORY WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	129	13.1
3 TO 5	224	22.7
6 TO 10	220	22.3
11 TO 15	118	11.9
16 OR MORE	254	25.7
INVALID OR NO RESPONSE	43	4.4

APPROXIMATE NUMBER OF STUDENTS OF THIS AGE WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 7483 AND 11698 MIDPOINT 9591

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	428	43.3
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	427	43.2
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	405	41.0
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	280	28.3
MANIPULATIVE OBJECTS AND TOOLS	278	28.1
GAMES, TOYS, PUZZLES	277	28.0
LARGE TYPE WORKBOOKS, WORKTEXTS	209	21.2
PROJECTED VISUALS (E.G., FILMS)	181	18.3
BRAILLE WORKBOOKS, WORKTEXTS	160	16.2
MODELS	155	15.7
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	144	14.6
OTHER RECORDED MATERIALS	144	14.6
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	127	12.9
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	127	12.9
BRAILLE MAGAZINES, SPECIALIZED COMICS	115	11.6
MULTIMEDIA KITS	107	10.8
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	103	10.4
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	77	7.8

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	480	48.6
LARGE TYPE WORKBOOKS, WORKTEXTS	423	42.8
BRAILLE WORKBOOKS, WORKTEXTS	405	41.0
GAMES, TOYS, PUZZLES	401	40.6
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	398	40.3
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	389	39.4
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	361	36.5
MULTIMEDIA KITS	337	34.1
BRAILLE MAGAZINES, SPECIALIZED COMICS	313	31.7
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	309	31.3
MANIPULATIVE OBJECTS AND TOOLS	305	30.9
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	285	28.8
MODELS	245	24.8
OTHER RECORDED MATERIALS	239	24.2
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	231	23.4
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	192	19.4
PROJECTED VISUALS (E.G., FILMS)	184	18.6
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	174	17.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

NATIONAL REPORT
685 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	410	59.9
TOTAL RESPONSES TO THIS AGE CATEGORY	988	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	413	41.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	187	18.9
AVAILABLE MATERIALS POOR IN QUALITY	103	10.4
AVAILABLE MATERIALS TOO COSTLY	95	9.6
INVALID OR NO RESPONSE	190	19.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	321	32.5
INTEREST LEVEL INAPPROPRIATE	289	29.3
NOT ENOUGH REPETITION, REINFORCEMENT	285	28.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	217	22.0
CONCEPT LEVEL INAPPROPRIATE	197	19.9
NOT RELEVANT TO MY CURRICULUM	179	18.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	162	16.4
POOR SEQUENCING OF LEARNING COMPONENTS	137	13.9
LANGUAGE LEVEL NOT UNIFORM	68	6.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	57	5.8
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	367	37.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	320	32.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	225	22.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	220	22.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	215	21.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	184	18.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	144	14.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	123	12.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	120	12.1
INADEQUATE TEACHER DIRECTIONS	51	5.2
REQUIRES TOO MUCH TEACHER TRAINING	45	4.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	236	23.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	200	20.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	97	9.8
POOR DURABILITY	84	8.5
DIFFICULT TO STORE/NOT PORTABLE	57	5.8
POOR AUDIO QUALITY	56	5.7
DIFFICULT TO OPERATE AND/OR USE	49	5.0
INADEQUATE HEALTH AND SAFETY FEATURES	12	1.2

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION K. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (L), "PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE THAT HE IS EMPLOYED BY EITHER THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT EITHER A REGULAR SCHOOL OR A NONRESIDENTIAL SPECIAL EDUCATION SCHOOL (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF
BLIND
VISUALLY IMPAIRED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
301 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION
IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	15	5.0	26	8.6	53	17.6
BACHELOR'S DEGREE	70	23.3	73	24.3	38	12.6
WORK BEYOND THE B.A.	84	27.9	64	21.3	22	7.3
MASTER'S DEGREE	55	18.3	40	13.3	9	3.0
WORK BEYOND THE M.A.	57	18.9	32	10.6	9	3.0
PH.D., ED.D.	1	0.3	1	0.3	0	0.0
NONE	5	1.7	8	2.7	39	13.0
INVALID OR NO RESPONSE	14	4.7	57	18.9	131	43.5

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE
IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	25	8.3	52	17.3
1 TO 3 YEARS	75	24.9	58	19.3
4 TO 7 YEARS	101	33.6	34	11.3
8 TO 15 YEARS	70	23.3	22	7.3
16 OR MORE YEARS	25	8.3	11	3.7
NONE	2	0.7	44	14.6
INVALID OR NO RESPONSE	3	1.0	80	26.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
301 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
ITINERANT TEACHER	112	37.2
SPECIAL CLASS TEACHER -- ALL SUBJECTS	72	23.9
RESOURCE ROOM TEACHER	53	17.6
ITINERANT RESOURCE PERSON	27	9.0
REGULAR CLASSROOM TEACHER	6	2.0
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	6	2.0
MEDIA SPECIALIST OR LIBRARIAN	3	1.0
DIAGNOSTIC/PRESCRIPTIVE TEACHER	1	0.3
CLINICIAN/THERAPIST/PATHOLOGIST	0	0.0
HOME/HOSPITAL-BOUND TEACHER	0	0.0
OTHER	9	3.0
INVALID OR NO RESPONSE	12	4.0

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
5 TO 9	122	40.5
10 TO 19	109	36.2
4 OR FEWER	35	11.6
20 TO 29	25	8.3
40 OR MORE	6	2.0
30 TO 39	3	1.0
INVALID OR NO RESPONSE	1	0.3

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH INDIVIDUAL STUDENTS	221	73.4
WITH SMALL GROUPS (2 TO 6 STUDENTS)	66	21.9
WITH LARGER GROUPS (7 OR MORE STUDENTS)	7	2.3
INVALID OR NO RESPONSE	7	2.3

TEACHERS OF
BLIND
VISUALLY IMPAIRED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
301 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	116	38.5
9 TO 11	41	13.6
5 TO 8	36	12.0
12 AND OLDER	27	9.0
12 TO 14	25	8.3
11 AND YOUNGER	25	8.3
15 TO 17	15	5.0
4 AND YOUNGER	9	3.0
18 AND OLDER	3	1.0
INVALID OR NO RESPONSE	4	1.3

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	287	95.3
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	14	4.7
PRIVATE OR NONPUBLIC AGENCY	0	0.0
OTHER AGENCY	0	0.0
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	268	89.0
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	33	11.0
SPECIAL EDUCATION RESIDENTIAL SCHOOL	0	0.0
DEVELOPMENTAL CENTER	0	0.0
CLINIC OR REHABILITATION AGENCY	0	0.0
HOSPITAL	0	0.0
OTHER FACILITY	0	0.0
INVALID OR NO RESPONSE	0	0.0

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
301 RESPONDENTS

TEACHERS OF
BLIND
VISUALLY IMPAIRED

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
250 TO 499	92	30.6
1,000 OR MORE	47	15.6
500 TO 999	39	13.0
100 TO 249	29	9.6
LESS THAN 100	8	2.7
NOT APPLICABLE	84	27.9
INVALID OR NO RESPONSE	2	0.7

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
LARGE CITY (500,000 OR LARGER)	77	25.6
MEDIUM-SIZE CITY (100,000 -- 500,000)	73	24.3
SMALL CITY (25,000 -- 100,000)	52	17.3
TOWN (25,000 OR UNDER)	33	11.0
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	28	9.3
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	24	8.0
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	13	4.3
INVALID OR NO RESPONSE	1	0.3

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION L. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

SUBSECTION L PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION K.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE AND FUNCTIONAL LEVEL) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
301 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	49	16.3
SELF-ACCEPTANCE	42	14.0
VISUAL PERCEPTION	37	12.3
LISTENING SKILLS	37	12.3
CONCEPT DEVELOPMENT	36	12.0
READING COMPREHENSION	33	11.0
JOB PREPARATION/SKILLS DEVELOPMENT	33	11.0
WORD ATTACK SKILLS	29	9.6
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	29	9.6
REMEDIAL READING	24	8.0
INTERPERSONAL RELATIONS	24	8.0
ATTENDING/RESPONDING	22	7.3
STUDY SKILLS AND REFERENCE SKILLS	21	7.0
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	19	6.3
COMPUTATION	18	6.0
FINE MOTOR DEVELOPMENT	17	5.6
BRAILLE WRITING SKILLS	17	5.6
READING READINESS SKILLS	17	5.6
SPATIAL ORIENTATION AND AWARENESS	17	5.6
READING VOCABULARY DEVELOPMENT	16	5.3
EXPLORATION OF CAREERS	15	5.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
301 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	858	95.0
TOTAL NUMBER OF RESPONSES POSSIBLE	903	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	34	4.0
5 TO 8	173	20.2
9 TO 11	183	21.3
12 TO 14	131	15.3
15 TO 17	87	10.1
18 AND OVER	17	2.0
11 AND YOUNGER	101	11.8
12 AND OLDER	118	13.8
INVALID OR NO RESPONSE	14	1.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	15	1.7
PRE-SCHOOL, AGES 3-4	93	10.8
PRIMARY, GRADES K-3	238	27.7
INTERMEDIATE, GRADES 4-6	165	19.2
JUNIOR HIGH, GRADES 7-9	80	9.3
HIGH SCHOOL, GRADES 10-12	49	5.7
INTERMEDIATE AND BELOW	102	11.9
JUNIOR AND SENIOR HIGH	99	11.5
INVALID OR NO RESPONSE	17	2.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
301 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	858	95.0
TOTAL NUMBER OF RESPONSES POSSIBLE	903	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	215	25.1
3 TO 5	300	35.0
6 TO 10	219	25.5
11 TO 15	53	6.2
16 OR MORE	35	4.1
INVALID OR NO RESPONSE	36	4.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 3572 AND 5790 MIDPOINT 4681

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	341	39.7
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	331	38.6
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	305	35.5
MANIPULATIVE OBJECTS AND TOOLS	288	33.6
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	238	27.7
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	229	26.7
LARGE TYPE WORKBOOKS, WORKTEXTS	222	25.9
BRAILLE WORKBOOKS, WORKTEXTS	137	16.0
OTHER RECORDED MATERIALS	128	14.9
MODELS	124	14.5
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	107	12.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	98	11.4
PROJECTED VISUALS (E.G., FILMS)	94	11.0
MULTIMEDIA KITS	84	9.8
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	72	8.4
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	70	8.2
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	63	7.3
BRAILLE MAGAZINES, SPECIALIZED COMICS	58	6.8

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	405	47.2
GAMES, TOYS, PUZZLES	383	44.6
LARGE TYPE WORKBOOKS, WORKTEXTS	348	40.6
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	317	36.9
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	314	36.6
MULTIMEDIA KITS	303	35.3
BRAILLE WORKBOOKS, WORKTEXTS	297	34.6
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	292	34.0
MANIPULATIVE OBJECTS AND TOOLS	291	33.9
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	288	33.6
BRAILLE MAGAZINES, SPECIALIZED COMICS	234	27.3
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	227	26.5
MODELS	224	26.1
OTHER RECORDED MATERIALS	207	24.1
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	190	22.1
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	163	19.0
PROJECTED VISUALS (E.G., FILMS)	147	17.1
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	128	14.9

TEACHERS OF
BLIND
VISUALLY IMPAIRED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
301 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	858	95.0
TOTAL NUMBER OF RESPONSES POSSIBLE	903	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	331	38.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	175	20.4
AVAILABLE MATERIALS TOO COSTLY	104	12.1
AVAILABLE MATERIALS POOR IN QUALITY	76	8.9
INVALID OR NO RESPONSE	172	20.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	232	27.0
INTEREST LEVEL INAPPROPRIATE	228	26.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	225	26.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	175	20.4
CONCEPT LEVEL INAPPROPRIATE	159	18.5
NOT RELEVANT TO MY CURRICULUM	129	15.0
POOR SEQUENCING OF LEARNING COMPONENTS	127	14.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	110	12.8
LANGUAGE LEVEL NOT UNIFORM	66	7.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	47	5.5
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	254	29.6
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	246	28.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	205	23.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	188	21.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	165	19.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	154	17.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	146	17.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	91	10.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	70	8.2
INADEQUATE TEACHER DIRECTIONS	62	7.2
REQUIRES TOO MUCH TEACHER TRAINING	50	5.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	229	26.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	217	25.3
POOR DURABILITY	74	8.6
DIFFICULT TO STORE/NOT PORTABLE	73	8.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	60	7.0
POOR AUDIO QUALITY	56	6.5
DIFFICULT TO OPERATE AND/OR USE	32	3.7
INADEQUATE HEALTH AND SAFETY FEATURES	15	1.7

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION M. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (N), "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE EITHER

(1) THAT HE IS EMPLOYED BY THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT A SPECIAL EDUCATION RESIDENTIAL SCHOOL, DEVELOPMENTAL CENTER, CLINIC OR REHABILITATION AGENCY, HOSPITAL, OR OTHER FACILITY (QUESTION 9),

OR (2) THAT HE IS EMPLOYED BY A PRIVATE OR NONPUBLIC AGENCY OR OTHER AGENCY (QUESTION 8) REGARDLESS OF THE TYPE OF FACILITY IN WHICH HE WORKS (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF
BLIND
VISUALLY IMPAIRED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
353 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	23	6.5	41	11.6	68	19.3
BACHELOR'S DEGREE	40	11.3	65	18.4	41	11.6
WORK BEYOND THE B.A.	102	28.9	91	25.8	31	8.8
MASTER'S DEGREE	70	19.8	38	10.8	14	4.0
WORK BEYOND THE M.A.	78	22.1	38	10.8	14	4.0
PH.D., ED.D.	1	0.3	0	0.0	0	0.0
NONE	10	2.8	12	3.4	41	11.6
INVALID OR NO RESPONSE	29	8.2	68	19.3	144	40.8

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	31	8.8	67	19.0
1 TO 3 YEARS	75	21.2	68	19.3
4 TO 7 YEARS	91	25.8	38	10.8
8 TO 15 YEARS	106	30.0	23	6.5
16 OR MORE YEARS	48	13.6	16	4.5
NONE	0	0.0	55	15.6
INVALID OR NO RESPONSE	2	0.6	86	24.4

TEACHERS OF
BLIND
VISUALLY IMPAIRED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
353 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	102	28.9
SPECIAL CLASS TEACHER -- ALL SUBJECTS	84	23.8
REGULAR CLASSROOM TEACHER	67	19.0
ITINERANT TEACHER	27	7.6
MEDIA SPECIALIST OR LIBRARIAN	8	2.3
ITINERANT RESOURCE PERSON	8	2.3
DIAGNOSTIC/PRESCRIPTIVE TEACHER	7	2.0
RESOURCE ROOM TEACHER	4	1.1
CLINICIAN/THERAPIST/PATHOLOGIST	4	1.1
HOME/HOSPITAL-BOUND TEACHER	2	0.6
OTHER	37	10.5
INVALID OR NO RESPONSE	3	0.8

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
5 TO 9	87	24.6
10 TO 19	77	21.8
20 TO 29	61	17.3
40 OR MORE	61	17.3
30 TO 39	46	13.0
4 OR FEWER	21	5.9
INVALID OR NO RESPONSE	0	0.0

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH INDIVIDUAL STUDENTS	150	42.5
WITH SMALL GROUPS (2 TO 6 STUDENTS)	148	41.9
WITH LARGER GROUPS (7 OR MORE STUDENTS)	53	15.0
INVALID OR NO RESPONSE	2	0.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
353 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	92	26.1
12 AND OLDER	71	20.1
5 TO 8	42	11.9
15 TO 17	40	11.3
12 TO 14	31	8.8
9 TO 11	26	7.4
11 AND YOUNGER	20	5.7
18 AND OLDER	16	4.5
4 AND YOUNGER	9	2.5
INVALID OR NO RESPONSE	6	1.7

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	181	51.3
PRIVATE OR NONPUBLIC AGENCY	27	7.6
LOCAL PUBLIC SCHOOL DISTRICT	9	2.5
OTHER AGENCY	136	38.5
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SPECIAL EDUCATION RESIDENTIAL SCHOOL	289	81.9
REGULAR SCHOOL	25	7.1
DEVELOPMENTAL CENTER	8	2.3
HOSPITAL	4	1.1
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	2	0.6
CLINIC OR REHABILITATION AGENCY	2	0.6
OTHER FACILITY	21	5.9
INVALID OR NO RESPONSE	2	0.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
353 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
100 TO 249	173	49.0
LESS THAN 100	78	22.1
250 TO 499	44	12.5
500 TO 999	23	6.5
1,000 OR MORE	8	2.3
NOT APPLICABLE	27	7.6
INVALID OR NO RESPONSE	0	0.0

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SMALL CITY (25,000 -- 100,000)	86	24.4
MEDIUM-SIZE CITY (100,000 -- 500,000)	79	22.4
TOWN (25,000 OR UNDER)	72	20.4
LARGE CITY (500,000 OR LARGER)	68	19.3
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	17	4.8
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	14	4.0
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	13	3.7
INVALID OR NO RESPONSE	4	1.1

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 1: TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

SUBSECTION N. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

SUBSECTION N PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION M.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE AND FUNCTIONAL LEVEL) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF
BLIND
VISUALLY IMPAIRED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
353 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	52	14.7
CONCEPT DEVELOPMENT	43	12.2
DRESSING, GROOMING AND PERSONAL HYGIENE	39	11.0
ATTENDING/RESPONDING	33	9.3
JOB PREPARATION/SKILLS DEVELOPMENT	33	9.3
SENSORY MOTOR INTEGRATION	27	7.6
ORAL EXPRESSION	25	7.1
REMEDIAL READING	24	6.8
LISTENING SKILLS	23	6.5
READING COMPREHENSION	23	6.5
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	23	6.5
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	23	6.5
FINE MOTOR DEVELOPMENT	22	6.2
PROBLEM SOLVING/MATHEMATICS APPLICATION	21	5.9
FEEDING AND EATING	21	5.9
SPATIAL ORIENTATION AND AWARENESS	21	5.9
SELF-ACCEPTANCE	21	5.9
GROSS MOTOR DEVELOPMENT	20	5.7
COMPUTATION	18	5.1
WORD ATTACK SKILLS	17	4.8
PHYSICAL FITNESS AND EXERCISE	17	4.8

TEACHERS OF
BLIND
VISUALLY IMPAIRED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
353 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1029	97.2
TOTAL NUMBER OF RESPONSES POSSIBLE	1059	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	31	3.0
5 TO 8	156	15.2
9 TO 11	134	13.0
12 TO 14	133	12.9
15 TO 17	151	14.7
18 AND OVER	39	3.8
11 AND YOUNGER	93	9.0
12 AND OLDER	276	26.8
INVALID OR NO RESPONSE	16	1.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	90	8.7
PRE-SCHOOL, AGES 3-4	102	9.9
PRIMARY, GRADES K-3	204	19.8
INTERMEDIATE, GRADES 4-6	132	12.8
JUNIOR HIGH, GRADES 7-9	105	10.2
HIGH SCHOOL, GRADES 10-12	81	7.9
INTERMEDIATE AND BELOW	86	8.4
JUNIOR AND SENIOR HIGH	213	20.7
INVALID OR NO RESPONSE	16	1.6

TEACHERS OF
BLIND
VISUALLY IMPAIRED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
353 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1029	97.2
TOTAL NUMBER OF RESPONSES POSSIBLE	1059	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	72	7.0
3 TO 5	224	21.8
6 TO 10	276	26.8
11 TO 15	127	12.3
16 OR MORE	287	27.9
INVALID OR NO RESPONSE	43	4.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 8389 AND 13104 MIDPOINT 10747

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	466	45.3
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	442	43.0
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	433	42.1
GAMES, TOYS, PUZZLES	419	40.7
MANIPULATIVE OBJECTS AND TOOLS	398	38.7
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	371	36.1
LARGE TYPE WORKBOOKS, WORKTEXTS	242	23.5
MODELS	207	20.1
BRAILLE WORKBOOKS, WORKTEXTS	194	18.9
PROJECTED VISUALS (E.G., FILMS)	190	18.5
OTHER RECORDED MATERIALS	172	16.7
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	159	15.5
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	147	14.3
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	138	13.4
MULTIMEDIA KITS	130	12.6
BRAILLE MAGAZINES, SPECIALIZED COMICS	129	12.5
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	95	9.2
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	80	7.8

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	475	46.2
CASSETTE TAPES OF TEXT/LIBRARY BOOKS	440	42.8
BRAILLE WORKBOOKS, WORKTEXTS	408	39.7
LARGE TYPE WORKBOOKS, WORKTEXTS	397	38.6
MANIPULATIVE OBJECTS AND TOOLS	381	37.0
BRAILLE TEXT/REFERENCE/LIBRARY BOOKS	372	36.2
LARGE TYPE TEXT/REFERENCE/LIBRARY BOOKS	357	34.7
MULTIMEDIA KITS	342	33.2
LARGE TYPE MAGAZINES, SPECIALIZED COMICS	318	30.9
AUDIO TEXTS, RECORDS OF LIBRARY BOOKS	309	30.0
BRAILLE MAGAZINES, SPECIALIZED COMICS	295	28.7
SELF-INSTR./COMPUTER-ASSISTED MATERIALS	288	28.0
MODELS	274	26.6
THREE-DIMENSIONAL MAPS, CHARTS, DIAGRAMS	241	23.4
OTHER RECORDED MATERIALS	226	22.0
PROJECTED VISUALS (E.G., FILMS)	208	20.2
NON-PROJECTED VISUALS (E.G., MAPS, CHARTS)	191	18.6
REEL-TO-REEL TAPES OF TEXT/LIBRARY BOOKS	175	17.0

TEACHERS OF
BLIND
VISUALLY IMPAIRED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
353 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1029	97.2
TOTAL NUMBER OF RESPONSES POSSIBLE	1059	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	468	45.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	159	15.5
AVAILABLE MATERIALS POOR IN QUALITY	108	10.5
AVAILABLE MATERIALS TOO COSTLY	94	9.1
INVALID OR NO RESPONSE	200	19.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	340	33.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	326	31.7
INTEREST LEVEL INAPPROPRIATE	300	29.2
CONCEPT LEVEL INAPPROPRIATE	245	23.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	216	21.0
NOT RELEVANT TO MY CURRICULUM	209	20.3
POOR SEQUENCING OF LEARNING COMPONENTS	175	17.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	150	14.6
LANGUAGE LEVEL NOT UNIFORM	59	5.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	57	5.5
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	382	37.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	381	37.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	259	25.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	250	24.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	226	22.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	194	18.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	154	15.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	146	14.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	142	13.8
INADEQUATE TEACHER DIRECTIONS	57	5.5
REQUIRES TOO MUCH TEACHER TRAINING	53	5.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	245	23.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	211	20.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	135	13.1
POOR DURABILITY	106	10.3
DIFFICULT TO OPERATE AND/OR USE	74	7.2
POOR AUDIO QUALITY	69	6.7
DIFFICULT TO STORE/NOT PORTABLE	53	5.2
INADEQUATE HEALTH AND SAFETY FEATURES	18	1.7

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION ABOVE. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	111	5.7	252	13.0	344	17.8
BACHELOR'S DEGREE	422	21.8	422	21.8	230	11.9
WORK BEYOND THE B.A.	430	22.3	337	17.4	110	5.7
MASTER'S DEGREE	487	25.2	172	8.9	38	2.0
WORK BEYOND THE M.A.	312	16.1	143	7.4	37	1.9
PH.D., ED.D.	3	0.2	1	0.1	0	0.0
NONE	16	0.8	97	5.0	302	15.6
INVALID OR NO RESPONSE	151	7.8	508	26.3	871	45.1

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	140	7.2	295	15.3
1 TO 3 YEARS	510	26.4	266	13.8
4 TO 7 YEARS	579	30.0	120	6.2
8 TO 15 YEARS	434	22.5	77	4.0
16 OR MORE YEARS	230	11.9	30	1.6
NONE	4	0.2	412	21.3
INVALID OR NO RESPONSE	35	1.8	732	37.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- ALL SUBJECTS	698	36.1
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	448	23.2
REGULAR CLASSROOM TEACHER	297	15.4
ITINERANT TEACHER	117	6.1
RESOURCE ROOM TEACHER	103	5.3
CLINICIAN/THERAPIST/PATHOLOGIST	73	3.8
ITINERANT RESOURCE PERSON	19	1.0
DIAGNOSTIC/PRESCRIPTIVE TEACHER	18	0.9
MEDIA SPECIALIST OR LIBRARIAN	6	0.3
HOME/HOSPITAL-BOUND TEACHER	6	0.3
OTHER	96	5.0
INVALID OR NO RESPONSE	51	2.6

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
5 TO 9	777	40.2
10 TO 19	387	20.0
40 OR MORE	290	15.0
20 TO 29	171	8.9
30 TO 39	148	7.7
4 OR FEWER	122	6.3
INVALID OR NO RESPONSE	37	1.9

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	1066	55.2
WITH INDIVIDUAL STUDENTS	483	25.0
WITH LARGER GROUPS (7 OR MORE STUDENTS)	326	16.9
INVALID OR NO RESPONSE	57	3.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
12 TO 14	368	19.0
9 TO 11	309	16.0
5 TO 8	283	14.6
15 TO 17	256	13.3
ALL AGES	230	11.9
12 AND OLDER	182	9.4
4 AND YOUNGER	96	5.0
11 AND YOUNGER	94	4.9
18 AND OLDER	65	3.4
INVALID OR NO RESPONSE	49	2.5

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	856	44.3
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	657	34.0
PRIVATE OR NONPUBLIC AGENCY	161	8.3
OTHER AGENCY	208	10.8
INVALID OR NO RESPONSE	50	2.6

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SPECIAL EDUCATION RESIDENTIAL SCHOOL	882	45.7
REGULAR SCHOOL	738	38.2
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	204	10.6
DEVELOPMENTAL CENTER	6	0.3
CLINIC OR REHABILITATION AGENCY	6	0.3
HOSPITAL	6	0.3
OTHER FACILITY	54	2.8
INVALID OR NO RESPONSE	36	1.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
250 TO 499	711	36.8
100 TO 249	468	24.2
500 TO 999	337	17.4
LESS THAN 100	140	7.2
1,000 OR MORE	136	7.0
NOT APPLICABLE	101	5.2
INVALID OR NO RESPONSE	39	2.0

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
MEDIUM-SIZE CITY (100,000 -- 500,000)	469	24.3
SMALL CITY (25,000 -- 100,000)	439	22.7
TOWN (25,000 OR UNDER)	344	17.8
LARGE CITY (500,000 OR LARGER)	330	17.1
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	187	9.7
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	76	3.9
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	47	2.4
INVALID OR NO RESPONSE	40	2.1

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION B. DISTRIBUTION OF ALL CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

PRESENTED ON THE FOLLOWING FOUR PAGES ARE THE CURRICULUM AREAS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION--THE DOMAIN FROM WHICH THE RESPONDENT'S TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT WERE SELECTED. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. EACH CURRICULUM AREA IS ONE OF A SET OF RELATED CURRICULUM AREAS CALLED A CURRICULUM CLUSTER. THE CURRICULUM AREAS ARE GROUPED WITHIN CURRICULUM CLUSTERS IN DECREASING FREQUENCY ORDER.

A CURRICULUM CLUSTER FREQUENCY IS DETERMINED BY THE NUMBER OF RESPONDENTS WHO SELECTED AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AMONG THEIR TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.* THUS, A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS. THE CLUSTERS THEMSELVES ARE PRESENTED IN DECREASING CLUSTER FREQUENCY ORDER; LISTED FIRST ARE THOSE FOR WHICH THE GREATEST PERCENTAGE OF RESPONDENTS CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THE CLUSTER AMONG HIS TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.

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*IN CASES WHERE A RESPONDENT CHOSE TWO OR ALL THREE CURRICULUM AREAS WITHIN A GIVEN CLUSTER, HE STILL IS COUNTED AS ONLY ONE RESPONDENT FOR THAT CLUSTER. CONSEQUENTLY, THE TOTAL CLUSTER FREQUENCY IS NOT, IN GENERAL, EQUAL TO THE SUM OF THE FREQUENCIES OF CURRICULUM AREAS WITHIN THAT CLUSTER.

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING	922	47.7
READING COMPREHENSION	596	30.8
READING VOCABULARY DEVELOPMENT	292	15.1
REMEDIAL READING	71	3.7
WORD ATTACK SKILLS	61	3.2
VISUAL PERCEPTION FOR READING (FIGURE/GROUND, MEMORY, SEQUENCING)	52	2.7
READING APPRECIATION/RECREATIONAL READING	26	1.3
AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)	23	1.2
SOCIAL DEVELOPMENT	580	30.0
APPROPRIATE SOCIAL BEHAVIOR	223	11.5
SELF-ACCEPTANCE	164	8.5
INTERPERSONAL RELATIONS	97	5.0
SELF-EXPRESSION	82	4.2
HUMAN SEXUALITY (SEX EDUCATION)	53	2.7
SELF-IDENTIFICATION	45	2.3
COGNITIVE DEVELOPMENT	550	28.5
REASONING/DECISION MAKING SKILLS	235	12.2
CONCEPT DEVELOPMENT/GENERALIZATION	221	11.4
ATTENDING/RESPONDING	97	5.0
REMEMBERING	49	2.5
COGNITIVE SEQUENCING	16	0.8
CLASSIFICATION	8	0.4
ASSOCIATION	6	0.3
EXPRESSIVE LANGUAGE DEVELOPMENT	451	23.3
PRODUCTION OF PHRASES, SENTENCES	249	12.9
CONNECTED SPEECH/FLUENCY	121	6.3
PRODUCTION OF WORDS	44	2.3
VOICE PRODUCTION	37	1.9
PRODUCTION OF ISOLATED SPEECH SOUNDS	27	1.4
PRESPEECH MOTOR ACTIVITIES (E.G.,SUCKING, CHEWING, GENERAL IMITATION)	17	0.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
RECEPTIVE LANGUAGE DEVELOPMENT	421	21.8
UNDERSTANDING PHRASES AND SENTENCES	155	8.0
UNDERSTANDING CONNECTED SPEECH	86	4.5
LISTENING SKILLS	78	4.0
AUDITORY COMPREHENSION	58	3.0
DISCRIMINATION OF SOUNDS	32	1.7
AWARENESS OF SOUNDS	28	1.4
AUDITORY SEQUENTIAL MEMORY	16	0.8
ATTENDING TO SOUNDS	15	0.8
LANGUAGE ARTS	367	19.0
GRAMMAR	174	9.0
COMPOSITION	112	5.8
CREATIVE WRITING	42	2.2
SPELLING	39	2.0
STUDY AND REFERENCE SKILLS	32	1.7
TYPING	10	0.5
HANDWRITING	7	0.4
CAREER EDUCATION	258	13.4
JOB PREPARATION/SKILLS DEVELOPMENT	130	6.7
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	76	3.9
EXPLORATION OF CAREERS	53	2.7
AWARENESS OF PEOPLE AND THEIR WORK	34	1.8
VOCATIONAL ADJUSTMENT	33	1.7
JOB SEEKING/INTERVIEW SKILLS	21	1.1
MATHEMATICS	240	12.4
PROBLEM SOLVING/MATHEMATICS APPLICATION	90	4.7
COMPUTATION	69	3.6
CONSUMER MATHEMATICS	40	2.1
MEASUREMENT, TIME, MONEY	34	1.8
DECIMALS, PERCENTAGE, RATIO, FRACTIONS	30	1.6
MATHEMATICS READINESS (E.G., VOCABULARY, RELATIONSHIPS)	22	1.1
METRIC SYSTEM	15	0.8
GEOMETRY/ALGEBRA	13	0.7
NUMERATION	12	0.6

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SPECIALIZED COMMUNICATION SKILLS	225	11.6
SIGN LANGUAGE	137	7.1
SPEECH READING	87	4.5
FINGER SPELLING	13	0.7
DAILY LIVING SKILLS	217	11.2
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	121	6.3
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	73	3.8
LIFE-LONG LEISURE SKILLS	17	0.9
FOOD PREPARATION	16	0.8
DRIVER'S EDUCATION	14	0.7
CHILD CARE	6	0.3
PERCEPTUAL/MOTOR DEVELOPMENT	115	6.0
VISUAL PERCEPTION	26	1.3
AUDITORY PERCEPTION	23	1.2
FINE MOTOR DEVELOPMENT	22	1.1
SENSORY MOTOR INTEGRATION	21	1.1
GROSS MOTOR DEVELOPMENT	17	0.9
BODY AWARENESS	14	0.7
TACTILE PERCEPTION	3	0.2
KINESTHETIC PERCEPTION	2	0.1
SOCIAL SCIENCE	113	5.8
HISTORY	54	2.8
GEOGRAPHY	39	2.0
CITIZENSHIP RESPONSIBILITIES	29	1.5
POLITICAL SCIENCE/GOVERNMENT	13	0.7
SOCIOLOGY/SOCIAL PROBLEMS	9	0.5
ECONOMICS	3	0.2
PSYCHOLOGY	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
NATURAL AND PHYSICAL SCIENCE	94	4.9
LIFE SCIENCE (E.G., PLANTS, MAMMALS, INSECTS)	55	2.8
PHYSICAL SCIENCE (E.G., ELECTRICITY, MAGNETISM, SIMPLE MACHINES)	33	1.7
EARTH SCIENCE (E.G., LAND FORMS, MINERALS, WEATHER)	18	0.9
HUMAN PHYSIOLOGY AND REPRODUCTION	16	0.8
ENVIRONMENTAL SCIENCE/ECOLOGY	16	0.8
CHEMISTRY	13	0.7
HEALTH AND SAFETY	50	2.6
PHYSICAL HEALTH/NUTRITION	18	0.9
MENTAL HEALTH	16	0.8
DRUG EDUCATION (DRUGS, ALCOHOL, TOBACCO)	10	0.5
FIRST AID/SAFETY EDUCATION	8	0.4
USE OF COMMUNICATION DEVICES	28	1.4
USE OF HEARING AIDS	25	1.3
USE OF TTY	2	0.1
USE OF TELEPHONE	1	0.1
PHYSICAL EDUCATION	28	1.4
RHYTHM AND MOVEMENT	16	0.8
SPORTS AND GAMES	16	0.8
PHYSICAL FITNESS AND EXERCISE	13	0.7
FINE ARTS	23	1.2
SKILL DEVELOPMENT IN ARTS AND CRAFTS	19	1.0
APPRECIATION OF ARTS, CRAFTS, MUSIC	3	0.2
SKILL DEVELOPMENT IN MUSIC	3	0.2

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

ON THE FOLLOWING TWO PAGES IS A LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA AND MATERIALS DEVELOPMENT SELECTED BY THE RESPONDENT POPULATION ABOVE. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. THE CURRICULUM AREAS APPEAR IN DECREASING FREQUENCY ORDER.

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING COMPREHENSION	596	30.8
READING VOCABULARY DEVELOPMENT	292	15.1
PRODUCTION OF PHRASES, SENTENCES	249	12.9
REASONING/DECISION MAKING SKILLS	235	12.2
APPROPRIATE SOCIAL BEHAVIOR	223	11.5
CONCEPT DEVELOPMENT/GENERALIZATION	221	11.4
GRAMMAR	174	9.0
SELF-ACCEPTANCE	164	8.5
UNDERSTANDING PHRASES AND SENTENCES	155	8.0
SIGN LANGUAGE	137	7.1
JOB PREPARATION/SKILLS DEVELOPMENT	130	6.7
CONNECTED SPEECH/FLUENCY	121	6.3
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	121	6.3
COMPOSITION	112	5.8
ATTENDING/RESPONDING	97	5.0
INTERPERSONAL RELATIONS	97	5.0
PROBLEM SOLVING/MATHEMATICS APPLICATION	90	4.7
SPEECH READING	87	4.5
UNDERSTANDING CONNECTED SPEECH	86	4.5
SELF-EXPRESSION	82	4.2
LISTENING SKILLS	78	4.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	76	3.9
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	73	3.8
REMEDIAL READING	71	3.7
COMPUTATION	69	3.6

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION D. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM AREAS LISTED IN SUBSECTION C

EACH OF THE HIGHEST PRIORITY CURRICULUM AREAS LISTED IN SUBSECTION C WAS EXPLORED IN DEPTH THROUGH A SERIES OF QUESTIONS ANSWERED BY THE RESPONDENT POPULATION IN RELATION TO THAT PRIORITIZED CURRICULUM AREA. JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE, THE PRIORITIZED CURRICULUM AREA IS IDENTIFIED. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE THAT PARTICULAR CURRICULUM AREA AS EITHER THEIR FIRST, SECOND, OR THIRD PRIORITY. FOR EXAMPLE, THE CURRICULUM AREA "READING COMPREHENSION" IS THE MOST FREQUENTLY CITED AS AN AREA OF HIGH PRIORITY MATERIALS NEEDS, CHOSEN BY 596 RESPONDENTS OR 30.8% OF RESPONDENT POPULATION 2.

BELOW THE NUMBER OF RESPONDENTS WHO CHOSE THIS CURRICULUM AREA AT LEAST ONCE APPEARS THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES THAT THE CURRICULUM AREA WAS SELECTED.* IN THE CASE OF OUR EXAMPLE, THE TOTAL FREQUENCY OF RESPONSE WAS 604. IT IS THIS FIGURE, THE TOTAL FREQUENCY OF RESPONSES TO THE CURRICULUM AREA, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND THE FOUR PRIORITY RELATED QUESTIONS IN THE IN-DEPTH ANALYSIS.

THIS SUBSECTION CONSISTS OF A SEQUENCE OF THREE-PAGE ANALYSES OF THE PRIORITY-RELATED QUESTIONS, ONE SUCH SET FOR EACH PRIORITIZED CURRICULUM AREA LISTED IN SUBSECTION C. IN EACH CASE, PAGE 1 PRESENTS THE DISTRIBUTIONS OF SELECTED CHARACTERISTICS (I.E., CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND LEVEL OF LANGUAGE FUNCTIONING) OF STUDENTS FOR WHOM MATERIALS NEEDS IN THE GIVEN CURRICULUM AREA ARE OF HIGHEST PRIORITY. THE MOST FREQUENTLY SELECTED LEVEL FOR ANY CHARACTERISTIC INDICATES THE TYPE OF STUDENT FOR WHICH THE NEED IS MOST CRITICAL. IN THE EXAMPLE, THE CURRICULUM AREA "READING COMPREHENSION" IS MOST CRITICAL FOR STUDENTS AGED 9-11 AND 12-14 (WITH 31.5% AND 26.3% OF THE TOTAL RESPONSES, RESPECTIVELY), WHO FUNCTION AT PRIMARY (54.0%) SCHOOL LEVEL, WITH BELOW AVERAGE (48.2%) AND AVERAGE (45.4%) LEVELS OF LANGUAGE FUNCTIONING.

PAGES 2 AND 3 OF EACH THREE-PAGE ANALYSIS CONTAIN THE RESPONSE FREQUENCIES TO THE FOUR PRIORITY-RELATED QUESTIONS WHICH APPEARED ON PAGES 4 AND 5 OF THE QUESTIONNAIRE.

THE FIRST QUESTION ASKS THE NUMBER OF STUDENTS FOR WHOM THE GIVEN PRIORITY IS CRITICAL. FROM THESE DATA, AN ESTIMATE OF THE NUMBER OF TARGET STUDENTS FOR MATERIALS DEVELOPMENT IN THIS PARTICULAR CURRICULUM AREA IS DERIVED. THIS ESTIMATE, TOGETHER WITH AN APPROXIMATE RANGE, APPEARS BELOW THE QUESTION. FOR THE EXAMPLE, THE ESTIMATED TARGET FIGURE IS 5,631 STUDENTS, WITH A RANGE BETWEEN 4,375 AND 6,886.

THE REMAINING THREE QUESTIONS DEAL WITH CURRENTLY USED MATERIALS FORMATS AND PREFERENCES FOR FORMATS IN WHICH DEVELOPMENT IS NEEDED, PRIMARY REASON WHY DEVELOPMENT IS NEEDED, AND INADEQUACIES OF CURRENTLY AVAILABLE MATERIALS IN THIS PARTICULAR CURRICULUM AREA.

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*RECALL THAT EACH CURRICULUM AREA WAS CHOSEN IN CONJUNCTION WITH A SET OF STUDENT CHARACTERISTICS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET, ALONG WITH THE CURRICULUM AREAS. IT IS THUS POSSIBLE (THOUGH IT TURNED OUT TO BE RARE) THAT A RESPONDENT COULD CHOOSE THE SAME CURRICULUM AREA TWO OR EVEN THREE TIMES (E.G., AS A FIRST PRIORITY FOR STUDENTS AT ONE AGE LEVEL, SAY, AND AS A SECOND AND/OR THIRD PRIORITY FOR STUDENTS AT ANOTHER AGE LEVEL). THUS, THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA MAY BE GREATER THAN THE NUMBER OF RESPONDENTS WHO CHOSE IT.

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	596	30.8
TOTAL RESPONSES TO THIS PRIORITY AREA	604	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	107	17.7
9 TO 11	190	31.5
12 TO 14	159	26.3
15 TO 17	62	10.3
18 AND OVER	10	1.7
11 AND YOUNGER	25	4.1
12 AND OLDER	44	7.3
INVALID OR NO RESPONSE	7	1.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	5	0.8
PRIMARY, GRADES K-3	326	54.0
INTERMEDIATE, GRADES 4-6	145	24.0
JUNIOR HIGH, GRADES 7-9	35	5.8
HIGH SCHOOL, GRADES 10-12	34	5.6
INTERMEDIATE AND BELOW	31	5.1
JUNIOR AND SENIOR HIGH	20	3.3
INVALID OR NO RESPONSE	8	1.3

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	291	48.2
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	274	45.4
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	31	5.1
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	1	0.2
INVALID OR NO RESPONSE	7	1.2

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	596	30.8
TOTAL RESPONSES TO THIS PRIORITY AREA	604	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	23	3.8
3 TO 5	143	23.7
6 TO 10	241	39.9
11 TO 15	71	11.8
16 OR MORE	106	17.5
INVALID OR NO RESPONSE	20	3.3

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 4375 AND 6886 MIDPOINT 5631

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	526	87.1
WORKBOOKS, WORKTEXTS	472	78.1
MAPS, CHARTS, PICTURES, FLASHCARDS	367	60.8
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	323	53.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	308	51.0
FILMSTRIPS, SLIDES	287	47.5
PROGRAMMED, SELF-INSTR. MATERIALS	211	34.9
FILMS, FILMLOOPS	207	34.3
PRINT/SIGN LANGUAGE MATERIALS	192	31.8
MAGAZINES, SPECIALIZED COMIC BOOKS	179	29.6
MANIPULATIVE OBJECTS AND TOOLS	169	28.0
MODELS	96	15.9
MULTIMEDIA KITS	86	14.2
SOUND FILMSTRIPS, SOUND SLIDES	81	13.4
VIDEOTAPES, CLOSED-CIRCUIT TV	81	13.4
COMPUTER-ASSISTED INSTR. MATERIALS	57	9.4
CASSETTE AND REEL-TO-REEL TAPES	50	8.3
AUDIO FLASH CARDS	46	7.6
RECORDS	41	6.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	423	70.0
PROGRAMMED, SELF-INSTR. MATERIALS	381	63.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	372	61.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	331	54.8
MAGAZINES, SPECIALIZED COMIC BOOKS	327	54.1
PRINT/SIGN LANGUAGE MATERIALS	303	50.2
FILMSTRIPS, SLIDES	294	48.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	290	48.0
MULTIMEDIA KITS	276	45.7
MAPS, CHARTS, PICTURES, FLASHCARDS	263	43.5
FILMS, FILMLOOPS	262	43.4
COMPUTER-ASSISTED INSTR. MATERIALS	190	31.5
MANIPULATIVE OBJECTS AND TOOLS	182	30.1
VIDEOTAPES, CLOSED-CIRCUIT TV	180	29.8
MODELS	139	23.0
AUDIO FLASH CARDS	126	20.9
SOUND FILMSTRIPS, SOUND SLIDES	112	18.5
CASSETTE AND REEL-TO-REEL TAPES	86	14.2
RECORDS	68	11.3

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	596	30.8
TOTAL RESPONSES TO THIS PRIORITY AREA	604	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	276	45.7
AVAILABLE MATERIALS POOR IN QUALITY	112	18.5
AVAILABLE MATERIALS TOO COSTLY	75	12.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	30	5.0
INVALID OR NO RESPONSE	111	18.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	404	66.9
NOT ENOUGH REPETITION, REINFORCEMENT	373	61.6
INTEREST LEVEL INAPPROPRIATE	302	50.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	236	39.1
LANGUAGE LEVEL NOT UNIFORM	221	36.6
CONCEPT LEVEL INAPPROPRIATE	212	35.1
POOR SEQUENCING OF LEARNING COMPONENTS	136	22.5
NOT RELEVANT TO MY CURRICULUM	111	18.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	108	17.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	27	4.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	298	49.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	287	47.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	187	31.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	180	29.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	177	29.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	153	25.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	151	25.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	82	13.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	75	12.4
REQUIRES TOO MUCH TEACHER TRAINING	32	5.3
INADEQUATE TEACHER DIRECTIONS	32	5.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	191	31.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	84	13.9
POOR DURABILITY	53	8.8
DIFFICULT TO OPERATE AND/OR USE	23	3.8
DIFFICULT TO STORE/NOT PORTABLE	19	3.1
POOR AUDIO QUALITY	18	3.0
INADEQUATE HEALTH AND SAFETY FEATURES	6	1.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	0.8

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	292	15.1
TOTAL RESPONSES TO THIS PRIORITY AREA	295	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	8	2.7
5 TO 8	48	16.3
9 TO 11	80	27.1
12 TO 14	69	23.4
15 TO 17	41	13.9
18 AND OVER	4	1.4
11 AND YOUNGER	13	4.4
12 AND OLDER	28	9.5
INVALID OR NO RESPONSE	4	1.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	20	6.8
PRIMARY, GRADES K-3	138	46.8
INTERMEDIATE, GRADES 4-6	57	19.3
JUNIOR HIGH, GRADES 7-9	27	9.2
HIGH SCHOOL, GRADES 10-12	22	7.5
INTERMEDIATE AND BELOW	17	5.8
JUNIOR AND SENIOR HIGH	10	3.4
INVALID OR NO RESPONSE	4	1.4

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	147	49.8
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	129	43.7
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	13	4.4
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	3	1.0
INVALID OR NO RESPONSE	3	1.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	292	15.1
TOTAL RESPONSES TO THIS PRIORITY AREA	295	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	16	5.4
3 TO 5	59	20.0
6 TO 10	127	43.1
11 TO 15	33	11.2
16 OR MORE	45	15.3
INVALID OR NO RESPONSE	15	5.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2038 AND 3217 MIDPOINT 2628

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	222	75.3
MAPS, CHARTS, PICTURES, FLASHCARDS	204	69.2
WORKBOOKS, WORKTEXTS	194	65.8
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	158	53.6
FILMSTRIPS, SLIDES	116	39.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	116	39.3
MANIPULATIVE OBJECTS AND TOOLS	104	35.3
PRINT/SIGN LANGUAGE MATERIALS	101	34.2
MAGAZINES, SPECIALIZED COMIC BOOKS	94	31.9
FILMS, FILMLOOPS	84	28.5
PROGRAMMED, SELF-INSTR. MATERIALS	84	28.5
MODELS	52	17.6
MULTIMEDIA KITS	35	11.9
AUDIO FLASH CARDS	34	11.5
SOUND FILMSTRIPS, SOUND SLIDES	32	10.8
VIDEOTAPES, CLOSED-CIRCUIT TV	31	10.5
CASSETTE AND REEL-TO-REEL TAPES	29	9.8
RECORDS	20	6.8
COMPUTER-ASSISTED INSTR. MATERIALS	18	6.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	209	70.8
PROGRAMMED, SELF-INSTR. MATERIALS	176	59.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	167	56.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	150	50.8
MAGAZINES, SPECIALIZED COMIC BOOKS	146	49.5
FILMSTRIPS, SLIDES	141	47.8
MAPS, CHARTS, PICTURES, FLASHCARDS	140	47.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	138	46.8
PRINT/SIGN LANGUAGE MATERIALS	137	46.4
MULTIMEDIA KITS	124	42.0
FILMS, FILMLOOPS	117	39.7
MANIPULATIVE OBJECTS AND TOOLS	107	36.3
COMPUTER-ASSISTED INSTR. MATERIALS	96	32.5
VIDEOTAPES, CLOSED-CIRCUIT TV	80	27.1
MODELS	78	26.4
AUDIO FLASH CARDS	76	25.8
SOUND FILMSTRIPS, SOUND SLIDES	63	21.4
CASSETTE AND REEL-TO-REEL TAPES	51	17.3
RECORDS	43	14.6

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	292	15.1
TOTAL RESPONSES TO THIS PRIORITY AREA	295	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	137	46.4
AVAILABLE MATERIALS POOR IN QUALITY	39	13.2
AVAILABLE MATERIALS TOO COSTLY	37	12.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	23	7.8
INVALID OR NO RESPONSE	59	20.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	182	61.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	167	56.6
INTEREST LEVEL INAPPROPRIATE	119	40.3
LANGUAGE LEVEL NOT UNIFORM	87	29.5
CONCEPT LEVEL INAPPROPRIATE	86	29.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	85	28.8
NOT RELEVANT TO MY CURRICULUM	67	22.7
POOR SEQUENCING OF LEARNING COMPONENTS	58	19.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	38	12.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	12	4.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	130	44.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	128	43.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	95	32.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	87	29.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	82	27.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	76	25.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	53	18.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	40	13.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	33	11.2
REQUIRES TOO MUCH TEACHER TRAINING	15	5.1
INADEQUATE TEACHER DIRECTIONS	15	5.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	101	34.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	33	11.2
POOR DURABILITY	30	10.2
DIFFICULT TO STORE/NOT PORTABLE	12	4.1
POOR AUDIO QUALITY	11	3.7
DIFFICULT TO OPERATE AND/OR USE	9	3.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	0.7
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.3

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	249	12.9
TOTAL RESPONSES TO THIS PRIORITY AREA	249	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	17	6.8
5 TO 8	85	34.1
9 TO 11	65	26.1
12 TO 14	44	17.7
15 TO 17	13	5.2
18 AND OVER	2	0.8
11 AND YOUNGER	15	6.0
12 AND OLDER	8	3.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	8	3.2
PRE-SCHOOL, AGES 3-4	26	10.4
PRIMARY, GRADES K-3	157	63.1
INTERMEDIATE, GRADES 4-6	34	13.7
JUNIOR HIGH, GRADES 7-9	5	2.0
HIGH SCHOOL, GRADES 10-12	3	1.2
INTERMEDIATE AND BELOW	13	5.2
JUNIOR AND SENIOR HIGH	3	1.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	162	65.1
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	76	30.5
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	7	2.8
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	4	1.6
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	249	12.9
TOTAL RESPONSES TO THIS PRIORITY AREA	249	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	21	8.4
3 TO 5	66	26.5
6 TO 10	106	42.6
11 TO 15	20	8.0
16 OR MORE	28	11.2
INVALID OR NO RESPONSE	8	3.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1523 AND 2432 MIDPOINT 1978

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	167	67.1
MAPS, CHARTS, PICTURES, FLASHCARDS	154	61.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	149	59.8
MANIPULATIVE OBJECTS AND TOOLS	125	50.2
WORKBOOKS, WORKTEXTS	118	47.4
FILMSTRIPS, SLIDES	102	41.0
PRINT/SIGN LANGUAGE MATERIALS	85	34.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	81	32.5
FILMS, FILMLOOPS	66	26.5
PROGRAMMED, SELF-INSTR. MATERIALS	59	23.7
MODELS	56	22.5
MULTIMEDIA KITS	42	16.9
MAGAZINES, SPECIALIZED COMIC BOOKS	41	16.5
RECORDS	33	13.3
AUDIO FLASH CARDS	32	12.9
SOUND FILMSTRIPS, SOUND SLIDES	31	12.4
CASSETTE AND REEL-TO-REEL TAPES	31	12.4
VIDEOTAPES, CLOSED-CIRCUIT TV	26	10.4
COMPUTER-ASSISTED INSTR. MATERIALS	14	5.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	142	57.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	123	49.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	118	47.4
PROGRAMMED, SELF-INSTR. MATERIALS	115	46.2
FILMSTRIPS, SLIDES	105	42.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	101	40.6
MULTIMEDIA KITS	98	39.4
PRINT/SIGN LANGUAGE MATERIALS	91	36.5
MANIPULATIVE OBJECTS AND TOOLS	91	36.5
FILMS, FILMLOOPS	89	35.7
MAPS, CHARTS, PICTURES, FLASHCARDS	88	35.3
MAGAZINES, SPECIALIZED COMIC BOOKS	81	32.5
VIDEOTAPES, CLOSED-CIRCUIT TV	63	25.3
AUDIO FLASH CARDS	57	22.9
MODELS	57	22.9
COMPUTER-ASSISTED INSTR. MATERIALS	57	22.9
SOUND FILMSTRIPS, SOUND SLIDES	56	22.5
RECORDS	44	17.7
CASSETTE AND REEL-TO-REEL TAPES	42	16.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	249	12.9
TOTAL RESPONSES TO THIS PRIORITY AREA	249	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	110	44.2
AVAILABLE MATERIALS POOR IN QUALITY	38	15.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	32	12.9
AVAILABLE MATERIALS TOO COSTLY	24	9.6
INVALID OR NO RESPONSE	45	18.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	122	49.0
NOT ENOUGH REPETITION, REINFORCEMENT	119	47.8
INTEREST LEVEL INAPPROPRIATE	76	30.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	67	26.9
CONCEPT LEVEL INAPPROPRIATE	62	24.9
LANGUAGE LEVEL NOT UNIFORM	58	23.3
NOT RELEVANT TO MY CURRICULUM	42	16.9
POOR SEQUENCING OF LEARNING COMPONENTS	41	16.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	35	14.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	4.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	101	40.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	86	34.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	69	27.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	59	23.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	58	23.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	57	22.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	48	19.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	33	13.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	25	10.0
REQUIRES TOO MUCH TEACHER TRAINING	16	6.4
INADEQUATE TEACHER DIRECTIONS	11	4.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	57	22.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	41	16.5
POOR DURABILITY	22	8.8
POOR AUDIO QUALITY	13	5.2
DIFFICULT TO STORE/NOT PORTABLE	11	4.4
DIFFICULT TO OPERATE AND/OR USE	7	2.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	1.2
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
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HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	235	12.2
TOTAL RESPONSES TO THIS PRIORITY AREA	236	

CHRONOLOGICAL AGE DISTRIBUTION

	FREQ.	PCT
4 OR UNDER	4	1.7
5 TO 8	38	16.1
9 TO 11	57	24.2
12 TO 14	64	27.1
15 TO 17	36	15.3
18 AND OVER	4	1.7
11 AND YOUNGER	8	3.4
12 AND OLDER	23	9.7
INVALID OR NO RESPONSE	2	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL

	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	11	4.7
PRIMARY, GRADES K-3	99	41.9
INTERMEDIATE, GRADES 4-6	60	25.4
JUNIOR HIGH, GRADES 7-9	23	9.7
HIGH SCHOOL, GRADES 10-12	16	6.8
INTERMEDIATE AND BELOW	15	6.4
JUNIOR AND SENIOR HIGH	9	3.8
INVALID OR NO RESPONSE	3	1.3

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING

	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	117	49.6
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	99	41.9
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	13	5.5
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	3	1.3
INVALID OR NO RESPONSE	4	1.7

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	235	12.2
TOTAL RESPONSES TO THIS PRIORITY AREA	236	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	6	2.5
3 TO 5	62	26.3
6 TO 10	84	35.6
11 TO 15	29	12.3
16 OR MORE	48	20.3
INVALID OR NO RESPONSE	7	3.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1783 AND 2797 MIDPOINT 2290

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	121	51.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	113	47.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	101	42.8
MAPS, CHARTS, PICTURES, FLASHCARDS	98	41.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	80	33.9
FILMSTRIPS, SLIDES	77	32.6
FILMS, FILMLOOPS	66	28.0
MANIPULATIVE OBJECTS AND TOOLS	66	28.0
PROGRAMMED, SELF-INSTR. MATERIALS	46	19.5
MAGAZINES, SPECIALIZED COMIC BOOKS	40	16.9
PRINT/SIGN LANGUAGE MATERIALS	32	13.6
SOUND FILMSTRIPS, SOUND SLIDES	32	13.6
MODELS	29	12.3
VIDEOTAPES, CLOSED-CIRCUIT TV	20	8.5
AUDIO FLASH CARDS	18	7.6
MULTIMEDIA KITS	16	6.8
CASSETTE AND REEL-TO-REEL TAPES	15	6.4
COMPUTER-ASSISTED INSTR. MATERIALS	15	6.4
RECORDS	14	5.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	153	64.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	138	58.5
PROGRAMMED, SELF-INSTR. MATERIALS	132	55.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	130	55.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	124	52.5
FILMSTRIPS, SLIDES	123	52.1
FILMS, FILMLOOPS	122	51.7
MAGAZINES, SPECIALIZED COMIC BOOKS	110	46.6
MAPS, CHARTS, PICTURES, FLASHCARDS	104	44.1
MULTIMEDIA KITS	101	42.8
PRINT/SIGN LANGUAGE MATERIALS	100	42.4
MANIPULATIVE OBJECTS AND TOOLS	97	41.1
VIDEOTAPES, CLOSED-CIRCUIT TV	90	38.1
COMPUTER-ASSISTED INSTR. MATERIALS	61	25.8
SOUND FILMSTRIPS, SOUND SLIDES	53	22.5
MODELS	53	22.5
AUDIO FLASH CARDS	33	14.0
CASSETTE AND REEL-TO-REEL TAPES	30	12.7
RECORDS	21	8.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	235	12.2
TOTAL RESPONSES TO THIS PRIORITY AREA	236	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	114	48.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	47	19.9
AVAILABLE MATERIALS POOR IN QUALITY	25	10.6
AVAILABLE MATERIALS TOO COSTLY	19	8.1
INVALID OR NO RESPONSE	31	13.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	127	53.8
NOT ENOUGH REPETITION, REINFORCEMENT	108	45.8
CONCEPT LEVEL INAPPROPRIATE	84	35.6
INTEREST LEVEL INAPPROPRIATE	79	33.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	69	29.2
LANGUAGE LEVEL NOT UNIFORM	49	20.8
POOR SEQUENCING OF LEARNING COMPONENTS	48	20.3
NOT RELEVANT TO MY CURRICULUM	37	15.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	35	14.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	3.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	82	34.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	77	32.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	66	28.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	58	24.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	54	22.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	53	22.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	45	19.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	34	14.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	25	10.6
REQUIRES TOO MUCH TEACHER TRAINING	12	5.1
INADEQUATE TEACHER DIRECTIONS	10	4.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	63	26.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	18	7.6
POOR DURABILITY	13	5.5
DIFFICULT TO OPERATE AND/OR USE	9	3.8
DIFFICULT TO STORE/NOT PORTABLE	8	3.4
POOR AUDIO QUALITY	7	3.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	223	11.5
TOTAL RESPONSES TO THIS PRIORITY AREA	223	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	9	4.0
5 TO 8	35	15.7
9 TO 11	50	22.4
12 TO 14	65	29.1
15 TO 17	31	13.9
18 AND OVER	6	2.7
11 AND YOUNGER	12	5.4
12 AND OLDER	15	6.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	0.4
PRE-SCHOOL, AGES 3-4	19	8.5
PRIMARY, GRADES K-3	116	52.0
INTERMEDIATE, GRADES 4-6	40	17.9
JUNIOR HIGH, GRADES 7-9	20	9.0
HIGH SCHOOL, GRADES 10-12	10	4.5
INTERMEDIATE AND BELOW	11	4.9
JUNIOR AND SENIOR HIGH	4	1.8
INVALID OR NO RESPONSE	2	0.9

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	128	57.4
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	81	36.3
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	10	4.5
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	3	1.3
INVALID OR NO RESPONSE	1	0.4

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	223	11.5
TOTAL RESPONSES TO THIS PRIORITY AREA	223	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	12	5.4
3 TO 5	52	23.3
6 TO 10	80	35.9
11 TO 15	22	9.9
16 OR MORE	47	21.1
INVALID OR NO RESPONSE	10	4.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1642 AND 2589 MIDPOINT 2116

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	99	44.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	85	38.1
FILMS, FILMLOOPS	81	36.3
FILMSTRIPS, SLIDES	78	35.0
MAPS, CHARTS, PICTURES, FLASHCARDS	72	32.3
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	60	26.9
MAGAZINES, SPECIALIZED COMIC BOOKS	44	19.7
PRINT/SIGN LANGUAGE MATERIALS	41	18.4
MANIPULATIVE OBJECTS AND TOOLS	38	17.0
WORKBOOKS, WORKTEXTS	31	13.9
VIDEOTAPES, CLOSED-CIRCUIT TV	29	13.0
MODELS	26	11.7
SOUND FILMSTRIPS, SOUND SLIDES	25	11.2
PROGRAMMED, SELF-INSTR. MATERIALS	20	9.0
MULTIMEDIA KITS	17	7.6
RECORDS	10	4.5
CASSETTE AND REEL-TO-REEL TAPES	10	4.5
COMPUTER-ASSISTED INSTR. MATERIALS	7	3.1
AUDIO FLASH CARDS	6	2.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	146	65.5
WORKBOOKS, WORKTEXTS	129	57.8
MAGAZINES, SPECIALIZED COMIC BOOKS	126	56.5
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	125	56.1
FILMSTRIPS, SLIDES	123	55.2
FILMS, FILMLOOPS	122	54.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	121	54.3
PRINT/SIGN LANGUAGE MATERIALS	118	52.9
PROGRAMMED, SELF-INSTR. MATERIALS	115	51.6
MULTIMEDIA KITS	97	43.5
MAPS, CHARTS, PICTURES, FLASHCARDS	92	41.3
VIDEOTAPES, CLOSED-CIRCUIT TV	92	41.3
MANIPULATIVE OBJECTS AND TOOLS	77	34.5
MODELS	61	27.4
COMPUTER-ASSISTED INSTR. MATERIALS	56	25.1
SOUND FILMSTRIPS, SOUND SLIDES	53	23.8
AUDIO FLASH CARDS	39	17.5
CASSETTE AND REEL-TO-REEL TAPES	38	17.0
RECORDS	32	14.3

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	223	11.5
TOTAL RESPONSES TO THIS PRIORITY AREA	223	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	84	37.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	56	25.1
AVAILABLE MATERIALS POOR IN QUALITY	38	17.0
AVAILABLE MATERIALS TOO COSTLY	12	5.4
INVALID OR NO RESPONSE	33	14.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	111	49.8
INTEREST LEVEL INAPPROPRIATE	83	37.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	79	35.4
NOT ENOUGH REPETITION, REINFORCEMENT	75	33.6
CONCEPT LEVEL INAPPROPRIATE	65	29.1
LANGUAGE LEVEL NOT UNIFORM	44	19.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	39	17.5
POOR SEQUENCING OF LEARNING COMPONENTS	35	15.7
NOT RELEVANT TO MY CURRICULUM	30	13.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	14	6.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	84	37.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	64	28.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	64	28.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	62	27.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	54	24.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	46	20.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	34	15.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	28	12.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	19	8.5
REQUIRES TOO MUCH TEACHER TRAINING	14	6.3
INADEQUATE TEACHER DIRECTIONS	7	3.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	49	22.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	26	11.7
POOR DURABILITY	20	9.0
DIFFICULT TO OPERATE AND/OR USE	7	3.1
DIFFICULT TO STORE/NOT PORTABLE	7	3.1
POOR AUDIO QUALITY	6	2.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	0.9
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.4

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	221	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	221	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	27	12.2
5 TO 8	59	26.7
9 TO 11	47	21.3
12 TO 14	42	19.0
15 TO 17	8	3.6
18 AND OVER	6	2.7
11 AND YOUNGER	13	5.9
12 AND OLDER	14	6.3
INVALID OR NO RESPONSE	5	2.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	6	2.7
PRE-SCHOOL, AGES 3-4	45	20.4
PRIMARY, GRADES K-3	109	49.3
INTERMEDIATE, GRADES 4-6	32	14.5
JUNIOR HIGH, GRADES 7-9	9	4.1
HIGH SCHOOL, GRADES 10-12	3	1.4
INTERMEDIATE AND BELOW	11	5.0
JUNIOR AND SENIOR HIGH	2	0.9
INVALID OR NO RESPONSE	4	1.8

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	133	60.2
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	63	28.5
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	12	5.4
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	8	3.6
INVALID OR NO RESPONSE	5	2.3

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	221	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	221	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	14	6.3
3 TO 5	52	23.5
6 TO 10	94	42.5
11 TO 15	25	11.3
16 OR MORE	30	13.6
INVALID OR NO RESPONSE	6	2.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1489 AND 2353 MIDPOINT 1921

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	152	68.8
MAPS, CHARTS, PICTURES, FLASHCARDS	144	65.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	128	57.9
MANIPULATIVE OBJECTS AND TOOLS	125	56.6
FILMSTRIPS, SLIDES	104	47.1
WORKBOOKS, WORKTEXTS	101	45.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	86	38.9
FILMS, FILMLOOPS	82	37.1
PRINT/SIGN LANGUAGE MATERIALS	74	33.5
MODELS	57	25.8
MAGAZINES, SPECIALIZED COMIC BOOKS	52	23.5
PROGRAMMED, SELF-INSTR. MATERIALS	45	20.4
SOUND FILMSTRIPS, SOUND SLIDES	34	15.4
RECORDS	29	13.1
VIDEOTAPES, CLOSED-CIRCUIT TV	28	12.7
AUDIO FLASH CARDS	26	11.8
CASSETTE AND REEL-TO-REEL TAPES	21	9.5
MULTIMEDIA KITS	19	8.6
COMPUTER-ASSISTED INSTR. MATERIALS	8	3.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	145	65.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	138	62.4
PROGRAMMED, SELF-INSTR. MATERIALS	130	58.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	126	57.0
FILMSTRIPS, SLIDES	125	56.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	121	54.8
MAPS, CHARTS, PICTURES, FLASHCARDS	117	52.9
MANIPULATIVE OBJECTS AND TOOLS	116	52.5
PRINT/SIGN LANGUAGE MATERIALS	114	51.6
MULTIMEDIA KITS	107	48.4
MAGAZINES, SPECIALIZED COMIC BOOKS	99	44.8
FILMS, FILMLOOPS	99	44.8
VIDEOTAPES, CLOSED-CIRCUIT TV	66	29.9
MODELS	63	28.5
SOUND FILMSTRIPS, SOUND SLIDES	62	28.1
COMPUTER-ASSISTED INSTR. MATERIALS	49	22.2
AUDIO FLASH CARDS	46	20.8
RECORDS	41	18.6
CASSETTE AND REEL-TO-REEL TAPES	33	14.9

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	221	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	221	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	98	44.3
AVAILABLE MATERIALS POOR IN QUALITY	32	14.5
AVAILABLE MATERIALS TOO COSTLY	29	13.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	26	11.8
INVALID OR NO RESPONSE	36	16.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	135	61.1
NOT ENOUGH REPETITION, REINFORCEMENT	120	54.3
CONCEPT LEVEL INAPPROPRIATE	87	39.4
INTEREST LEVEL INAPPROPRIATE	86	38.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	67	30.3
POOR SEQUENCING OF LEARNING COMPONENTS	67	30.3
LANGUAGE LEVEL NOT UNIFORM	60	27.1
NOT RELEVANT TO MY CURRICULUM	42	19.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	28	12.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	15	6.8
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	105	47.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	81	36.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	69	31.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	69	31.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	66	29.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	53	24.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	49	22.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	36	16.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	31	14.0
INADEQUATE TEACHER DIRECTIONS	14	6.3
REQUIRES TOO MUCH TEACHER TRAINING	12	5.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	62	28.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	35	15.8
POOR DURABILITY	33	14.9
DIFFICULT TO STORE/NOT PORTABLE	9	4.1
POOR AUDIO QUALITY	7	3.2
DIFFICULT TO OPERATE AND/OR USE	6	2.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	2.3
INADEQUATE HEALTH AND SAFETY FEATURES	4	1.8

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GRAMMAR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	174	9.0
TOTAL RESPONSES TO THIS PRIORITY AREA	174	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	17	9.8
9 TO 11	56	32.2
12 TO 14	54	31.0
15 TO 17	26	14.9
18 AND OVER	3	1.7
11 AND YOUNGER	4	2.3
12 AND OLDER	13	7.5
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	3	1.7
PRIMARY, GRADES K-3	86	49.4
INTERMEDIATE, GRADES 4-6	50	28.7
JUNIOR HIGH, GRADES 7-9	16	9.2
HIGH SCHOOL, GRADES 10-12	6	3.4
INTERMEDIATE AND BELOW	5	2.9
JUNIOR AND SENIOR HIGH	7	4.0
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	85	48.9
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	71	40.8
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	12	6.9
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	3	1.7
INVALID OR NO RESPONSE	3	1.7

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GRAMMAR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	174	9.0
TOTAL RESPONSES TO THIS PRIORITY AREA	174	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	11	6.3
3 TO 5	40	23.0
6 TO 10	70	40.2
11 TO 15	14	8.0
16 OR MORE	32	18.4
INVALID OR NO RESPONSE	7	4.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1217 AND 1932 MIDPOINT 1575

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	122	70.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	117	67.2
MAPS, CHARTS, PICTURES, FLASHCARDS	92	52.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	83	47.7
PROGRAMMED, SELF-INSTR. MATERIALS	57	32.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	56	32.2
FILMSTRIPS, SLIDES	55	31.6
PRINT/SIGN LANGUAGE MATERIALS	54	31.0
MANIPULATIVE OBJECTS AND TOOLS	45	25.9
FILMS, FILMLOOPS	44	25.3
MAGAZINES, SPECIALIZED COMIC BOOKS	41	23.6
MODELS	24	13.8
VIDEOTAPES, CLOSED-CIRCUIT TV	22	12.6
MULTIMEDIA KITS	19	10.9
COMPUTER-ASSISTED INSTR. MATERIALS	18	10.3
SOUND FILMSTRIPS, SOUND SLIDES	15	8.6
AUDIO FLASH CARDS	14	8.0
CASSETTE AND REEL-TO-REEL TAPES	14	8.0
RECORDS	11	6.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	116	66.7
PROGRAMMED, SELF-INSTR. MATERIALS	112	64.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	106	60.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	91	52.3
MAGAZINES, SPECIALIZED COMIC BOOKS	89	51.1
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	86	49.4
FILMSTRIPS, SLIDES	84	48.3
PRINT/SIGN LANGUAGE MATERIALS	80	46.0
MAPS, CHARTS, PICTURES, FLASHCARDS	80	46.0
MULTIMEDIA KITS	79	45.4
FILMS, FILMLOOPS	76	43.7
COMPUTER-ASSISTED INSTR. MATERIALS	57	32.8
MANIPULATIVE OBJECTS AND TOOLS	53	30.5
VIDEOTAPES, CLOSED-CIRCUIT TV	46	26.4
AUDIO FLASH CARDS	43	24.7
MODELS	40	23.0
SOUND FILMSTRIPS, SOUND SLIDES	37	21.3
CASSETTE AND REEL-TO-REEL TAPES	25	14.4
RECORDS	24	13.8

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GRAMMAR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	174	9.0
TOTAL RESPONSES TO THIS PRIORITY AREA	174	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	82	47.1
AVAILABLE MATERIALS POOR IN QUALITY	35	20.1
AVAILABLE MATERIALS TOO COSTLY	13	7.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	9	5.2
INVALID OR NO RESPONSE	35	20.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	115	66.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	98	56.3
INTEREST LEVEL INAPPROPRIATE	72	41.4
POOR SEQUENCING OF LEARNING COMPONENTS	58	33.3
LANGUAGE LEVEL NOT UNIFORM	54	31.0
CONCEPT LEVEL INAPPROPRIATE	46	26.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	41	23.6
NOT RELEVANT TO MY CURRICULUM	35	20.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	15	8.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	10	5.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	86	49.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	79	45.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	59	33.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	55	31.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	55	31.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	50	28.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	43	24.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	21	12.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	21	12.1
INADEQUATE TEACHER DIRECTIONS	19	10.9
REQUIRES TOO MUCH TEACHER TRAINING	14	8.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	51	29.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	30	17.2
POOR DURABILITY	12	6.9
DIFFICULT TO OPERATE AND/OR USE	8	4.6
DIFFICULT TO STORE/NOT PORTABLE	8	4.6
POOR AUDIO QUALITY	3	1.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.1
INADEQUATE HEALTH AND SAFETY FEATURES	2	1.1

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	164	8.5
TOTAL RESPONSES TO THIS PRIORITY AREA	169	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	6	3.6
5 TO 8	27	16.0
9 TO 11	38	22.5
12 TO 14	46	27.2
15 TO 17	24	14.2
18 AND OVER	4	2.4
11 AND YOUNGER	7	4.1
12 AND OLDER	14	8.3
INVALID OR NO RESPONSE	3	1.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	0.6
PRE-SCHOOL, AGES 3-4	10	5.9
PRIMARY, GRADES K-3	67	39.6
INTERMEDIATE, GRADES 4-6	34	20.1
JUNIOR HIGH, GRADES 7-9	22	13.0
HIGH SCHOOL, GRADES 10-12	18	10.7
INTERMEDIATE AND BELOW	7	4.1
JUNIOR AND SENIOR HIGH	10	5.9
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	83	49.1
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	73	43.2
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	8	4.7
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	2	1.2
INVALID OR NO RESPONSE	3	1.8

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	164	8.5
TOTAL RESPONSES TO THIS PRIORITY AREA	169	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	14	8.3
3 TO 5	41	24.3
6 TO 10	48	28.4
11 TO 15	17	10.1
16 OR MORE	40	23.7
INVALID OR NO RESPONSE	9	5.3

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1252 AND 1968 MIDPOINT 1610

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	71	42.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	68	40.2
FILMS, FILMLOOPS	66	39.1
MAPS, CHARTS, PICTURES, FLASHCARDS	63	37.3
FILMSTRIPS, SLIDES	62	36.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	53	31.4
WORKBOOKS, WORKTEXTS	40	23.7
PRINT/SIGN LANGUAGE MATERIALS	34	20.1
MAGAZINES, SPECIALIZED COMIC BOOKS	32	18.9
MANIPULATIVE OBJECTS AND TOOLS	31	18.3
SOUND FILMSTRIPS, SOUND SLIDES	30	17.8
MODELS	28	16.6
MULTIMEDIA KITS	24	14.2
PROGRAMMED, SELF-INSTR. MATERIALS	20	11.8
VIDEOTAPES, CLOSED-CIRCUIT TV	19	11.2
CASSETTE AND REEL-TO-REEL TAPES	13	7.7
RECORDS	11	6.5
AUDIO FLASH CARDS	10	5.9
COMPUTER-ASSISTED INSTR. MATERIALS	7	4.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	99	58.6
WORKBOOKS, WORKTEXTS	95	56.2
MAGAZINES, SPECIALIZED COMIC BOOKS	85	50.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	81	47.9
PROGRAMMED, SELF-INSTR. MATERIALS	78	46.2
MULTIMEDIA KITS	77	45.6
FILMS, FILMLOOPS	75	44.4
FILMSTRIPS, SLIDES	75	44.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	72	42.6
VIDEOTAPES, CLOSED-CIRCUIT TV	69	40.8
PRINT/SIGN LANGUAGE MATERIALS	66	39.1
MAPS, CHARTS, PICTURES, FLASHCARDS	54	32.0
SOUND FILMSTRIPS, SOUND SLIDES	44	26.0
MANIPULATIVE OBJECTS AND TOOLS	44	26.0
MODELS	42	24.9
COMPUTER-ASSISTED INSTR. MATERIALS	41	24.3
AUDIO FLASH CARDS	36	21.3
RECORDS	32	18.9
CASSETTE AND REEL-TO-REEL TAPES	27	16.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	164	8.5
TOTAL RESPONSES TO THIS PRIORITY AREA	169	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	62	36.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	42	24.9
AVAILABLE MATERIALS POOR IN QUALITY	23	13.6
AVAILABLE MATERIALS TOO COSTLY	13	7.7
INVALID OR NO RESPONSE	29	17.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	78	46.2
INTEREST LEVEL INAPPROPRIATE	55	32.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	54	32.0
NOT ENOUGH REPETITION, REINFORCEMENT	53	31.4
CONCEPT LEVEL INAPPROPRIATE	38	22.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	26	15.4
LANGUAGE LEVEL NOT UNIFORM	25	14.8
NOT RELEVANT TO MY CURRICULUM	21	12.4
POOR SEQUENCING OF LEARNING COMPONENTS	18	10.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	9	5.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	50	29.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	44	26.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	39	23.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	34	20.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	31	18.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	26	15.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	25	14.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	24	14.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	14	8.3
INADEQUATE TEACHER DIRECTIONS	10	5.9
REQUIRES TOO MUCH TEACHER TRAINING	9	5.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	41	24.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	20	11.8
POOR DURABILITY	17	10.1
POOR AUDIO QUALITY	10	5.9
DIFFICULT TO STORE/NOT PORTABLE	8	4.7
DIFFICULT TO OPERATE AND/OR USE	5	3.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.2
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING PHRASES AND SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	155	8.0
TOTAL RESPONSES TO THIS PRIORITY AREA	155	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	15	9.7
5 TO 8	56	36.1
9 TO 11	36	23.2
12 TO 14	25	16.1
15 TO 17	8	5.2
18 AND OVER	1	0.6
11 AND YOUNGER	10	6.5
12 AND OLDER	3	1.9
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	3	1.9
PRE-SCHOOL, AGES 3-4	25	16.1
PRIMARY, GRADES K-3	95	61.3
INTERMEDIATE, GRADES 4-6	22	14.2
JUNIOR HIGH, GRADES 7-9	2	1.3
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	6	3.9
JUNIOR AND SENIOR HIGH	2	1.3
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	104	67.1
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	43	27.7
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	4	2.6
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	3	1.9
INVALID OR NO RESPONSE	1	0.6

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING PHRASES AND SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	155	8.0
TOTAL RESPONSES TO THIS PRIORITY AREA	155	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	14	9.0
3 TO 5	44	28.4
6 TO 10	65	41.9
11 TO 15	15	9.7
16 OR MORE	13	8.4
INVALID OR NO RESPONSE	4	2.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 909 AND 1448 MIDPOINT 1179

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	122	78.7
MAPS, CHARTS, PICTURES, FLASHCARDS	109	70.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	100	64.5
MANIPULATIVE OBJECTS AND TOOLS	88	56.8
WORKBOOKS, WORKTEXTS	87	56.1
FILMSTRIPS, SLIDES	74	47.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	73	47.1
PRINT/SIGN LANGUAGE MATERIALS	66	42.6
FILMS, FILMLOOPS	58	37.4
PROGRAMMED, SELF-INSTR. MATERIALS	42	27.1
MAGAZINES, SPECIALIZED COMIC BOOKS	40	25.8
CASSETTE AND REEL-TO-REEL TAPES	36	23.2
MODELS	34	21.9
SOUND FILMSTRIPS, SOUND SLIDES	29	18.7
RECORDS	27	17.4
AUDIO FLASH CARDS	25	16.1
VIDEOTAPES, CLOSED-CIRCUIT TV	22	14.2
MULTIMEDIA KITS	18	11.6
COMPUTER-ASSISTED INSTR. MATERIALS	5	3.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	102	65.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	93	60.0
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	87	56.1
PROGRAMMED, SELF-INSTR. MATERIALS	80	51.6
FILMSTRIPS, SLIDES	79	51.0
PRINT/SIGN LANGUAGE MATERIALS	74	47.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	74	47.7
MANIPULATIVE OBJECTS AND TOOLS	74	47.7
MAPS, CHARTS, PICTURES, FLASHCARDS	71	45.8
MULTIMEDIA KITS	66	42.6
MAGAZINES, SPECIALIZED COMIC BOOKS	63	40.6
FILMS, FILMLOOPS	61	39.4
SOUND FILMSTRIPS, SOUND SLIDES	51	32.9
AUDIO FLASH CARDS	49	31.6
VIDEOTAPES, CLOSED-CIRCUIT TV	47	30.3
COMPUTER-ASSISTED INSTR. MATERIALS	47	30.3
MODELS	43	27.7
RECORDS	41	26.5
CASSETTE AND REEL-TO-REEL TAPES	41	26.5

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING PHRASES AND SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	155	8.0
TOTAL RESPONSES TO THIS PRIORITY AREA	155	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	61	39.4
AVAILABLE MATERIALS TOO COSTLY	24	15.5
AVAILABLE MATERIALS POOR IN QUALITY	21	13.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	18	11.6
INVALID OR NO RESPONSE	31	20.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	91	58.7
NOT ENOUGH REPETITION, REINFORCEMENT	86	55.5
INTEREST LEVEL INAPPROPRIATE	54	34.8
LANGUAGE LEVEL NOT UNIFORM	52	33.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	47	30.3
CONCEPT LEVEL INAPPROPRIATE	45	29.0
POOR SEQUENCING OF LEARNING COMPONENTS	31	20.0
NOT RELEVANT TO MY CURRICULUM	29	18.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	26	16.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	5.2
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	78	50.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	54	34.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	51	32.9
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	48	31.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	47	30.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	43	27.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	39	25.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	25	16.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	18	11.6
REQUIRES TOO MUCH TEACHER TRAINING	9	5.8
INADEQUATE TEACHER DIRECTIONS	6	3.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	47	30.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	33	21.3
POOR DURABILITY	22	14.2
POOR AUDIO QUALITY	12	7.7
DIFFICULT TO STORE/NOT PORTABLE	5	3.2
DIFFICULT TO OPERATE AND/OR USE	3	1.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SIGN LANGUAGE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	137	7.1
TOTAL RESPONSES TO THIS PRIORITY AREA	141	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	17	12.1
5 TO 8	33	23.4
9 TO 11	24	17.0
12 TO 14	26	18.4
15 TO 17	7	5.0
18 AND OVER	9	6.4
11 AND YOUNGER	6	4.3
12 AND OLDER	15	10.6
INVALID OR NO RESPONSE	4	2.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	7	5.0
PRE-SCHOOL, AGES 3-4	41	29.1
PRIMARY, GRADES K-3	63	44.7
INTERMEDIATE, GRADES 4-6	13	9.2
JUNIOR HIGH, GRADES 7-9	6	4.3
HIGH SCHOOL, GRADES 10-12	1	0.7
INTERMEDIATE AND BELOW	7	5.0
JUNIOR AND SENIOR HIGH	1	0.7
INVALID OR NO RESPONSE	2	1.4

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	84	59.6
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	30	21.3
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	22	15.6
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	0	0.0
INVALID OR NO RESPONSE	5	3.5

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SIGN LANGUAGE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	137	7.1
TOTAL RESPONSES TO THIS PRIORITY AREA	141	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	18	12.8
3 TO 5	43	30.5
6 TO 10	50	35.5
11 TO 15	9	6.4
16 OR MORE	14	9.9
INVALID OR NO RESPONSE	7	5.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 770 AND 1236 MIDPOINT 1003

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
PRINT/SIGN LANGUAGE MATERIALS	99	70.2
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	81	57.4
MAPS, CHARTS, PICTURES, FLASHCARDS	80	56.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	67	47.5
MANIPULATIVE OBJECTS AND TOOLS	55	39.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	40	28.4
WORKBOOKS, WORKTEXTS	32	22.7
MODELS	30	21.3
FILMSTRIPS, SLIDES	27	19.1
FILMS, FILMLOOPS	24	17.0
VIDEOTAPES, CLOSED-CIRCUIT TV	24	17.0
PROGRAMMED, SELF-INSTR. MATERIALS	23	16.3
MAGAZINES, SPECIALIZED COMIC BOOKS	21	14.9
RECORDS	16	11.3
MULTIMEDIA KITS	10	7.1
SOUND FILMSTRIPS, SOUND SLIDES	8	5.7
AUDIO FLASH CARDS	6	5.7
COMPUTER-ASSISTED INSTR. MATERIALS	8	5.[illegible]
CASSETTE AND REEL-TO-REEL TAPES	6	4.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
PRINT/SIGN LANGUAGE MATERIALS	99	70.2
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	83	58.9
WORKBOOKS, WORKTEXTS	81	57.4
FILMS, FILMLOOPS	75	53.2
PROGRAMMED, SELF-INSTR. MATERIALS	73	51.8
FILMSTRIPS, SLIDES	72	51.1
MAPS, CHARTS, PICTURES, FLASHCARDS	69	48.9
VIDEOTAPES, CLOSED-CIRCUIT TV	65	46.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	64	45.4
MAGAZINES, SPECIALIZED COMIC BOOKS	63	44.7
MULTIMEDIA KITS	61	43.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	56	39.7
MANIPULATIVE OBJECTS AND TOOLS	49	34.8
COMPUTER-ASSISTED INSTR. MATERIALS	36	25.5
SOUND FILMSTRIPS, SOUND SLIDES	35	24.8
MODELS	34	24.1
AUDIO FLASH CARDS	27	19.1
RECORDS	22	15.6
CASSETTE AND REEL-TO-REEL TAPES	20	14.2

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SIGN LANGUAGE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	137	7.1
TOTAL RESPONSES TO THIS PRIORITY AREA	141	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	74	52.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	14	9.9
AVAILABLE MATERIALS TOO COSTLY	13	9.2
AVAILABLE MATERIALS POOR IN QUALITY	11	7.8
INVALID OR NO RESPONSE	29	20.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	55	39.0
NOT ENOUGH REPETITION, REINFORCEMENT	52	36.9
INTEREST LEVEL INAPPROPRIATE	35	24.8
NOT RELEVANT TO MY CURRICULUM	33	23.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	31	22.0
CONCEPT LEVEL INAPPROPRIATE	28	19.9
LANGUAGE LEVEL NOT UNIFORM	24	17.0
POOR SEQUENCING OF LEARNING COMPONENTS	23	16.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	10	7.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	5	3.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	42	29.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	34	24.1
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	30	21.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	29	20.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	28	19.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	26	18.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	25	17.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	19	13.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	14	9.9
REQUIRES TOO MUCH TEACHER TRAINING	5	3.5
INADEQUATE TEACHER DIRECTIONS	5	3.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	33	23.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	29	20.6
POOR DURABILITY	17	12.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	3.5
DIFFICULT TO STORE/NOT PORTABLE	5	3.5
POOR AUDIO QUALITY	2	1.4
DIFFICULT TO OPERATE AND/OR USE	2	1.4
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.7

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	130	6.7
TOTAL RESPONSES TO THIS PRIORITY AREA	136	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	2	1.5
12 TO 14	25	18.4
15 TO 17	69	50.7
18 AND OVER	15	11.0
11 AND YOUNGER	0	0.0
12 AND OLDER	25	18.4
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	3	2.2
PRIMARY, GRADES K-3	19	14.0
INTERMEDIATE, GRADES 4-6	24	17.6
JUNIOR HIGH, GRADES 7-9	15	11.0
HIGH SCHOOL, GRADES 10-12	44	32.4
INTERMEDIATE AND BELOW	11	8.1
JUNIOR AND SENIOR HIGH	20	14.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	67	49.3
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	61	44.9
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	5	3.7
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	2	1.5
INVALID OR NO RESPONSE	1	0.7

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	130	6.7
TOTAL RESPONSES TO THIS PRIORITY AREA	136	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	6	4.4
3 TO 5	18	13.2
6 TO 10	35	25.7
11 TO 15	18	13.2
16 OR MORE	50	36.8
INVALID OR NO RESPONSE	9	6.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1268 AND 1972 MIDPOINT 1620

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	69	50.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	60	44.1
WORKBOOKS, WORKTEXTS	55	40.4
MAPS, CHARTS, PICTURES, FLASHCARDS	50	36.8
FILMSTRIPS, SLIDES	45	33.1
FILMS, FILMLOOPS	42	30.9
MANIPULATIVE OBJECTS AND TOOLS	41	30.1
MAGAZINES, SPECIALIZED COMIC BOOKS	33	24.3
PRINT/SIGN LANGUAGE MATERIALS	23	16.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	23	16.9
VIDEOTAPES, CLOSED-CIRCUIT TV	23	16.9
MODELS	22	16.2
PROGRAMMED, SELF-INSTR. MATERIALS	21	15.4
SOUND FILMSTRIPS, SOUND SLIDES	13	9.6
AUDIO FLASH CARDS	8	5.9
MULTIMEDIA KITS	7	5.1
CASSETTE AND REEL-TO-REEL TAPES	4	2.9
COMPUTER-ASSISTED INSTR. MATERIALS	3	2.2
RECORDS	1	0.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	85	62.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	77	56.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	75	55.1
PRINT/SIGN LANGUAGE MATERIALS	71	52.2
PROGRAMMED, SELF-INSTR. MATERIALS	66	48.5
FILMSTRIPS, SLIDES	62	45.6
FILMS, FILMLOOPS	60	44.1
MAGAZINES, SPECIALIZED COMIC BOOKS	51	37.5
MULTIMEDIA KITS	51	37.5
MAPS, CHARTS, PICTURES, FLASHCARDS	50	36.8
MANIPULATIVE OBJECTS AND TOOLS	50	36.8
VIDEOTAPES, CLOSED-CIRCUIT TV	44	32.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	41	30.1
MODELS	41	30.1
COMPUTER-ASSISTED INSTR. MATERIALS	34	25.0
SOUND FILMSTRIPS, SOUND SLIDES	27	19.9
AUDIO FLASH CARDS	23	16.9
RECORDS	19	14.0
CASSETTE AND REEL-TO-REEL TAPES	16	11.8

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	130	6.7
TOTAL RESPONSES TO THIS PRIORITY AREA	136	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	52	38.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	31	22.8
AVAILABLE MATERIALS POOR IN QUALITY	16	11.8
AVAILABLE MATERIALS TOO COSTLY	10	7.4
INVALID OR NO RESPONSE	27	19.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	71	52.2
NOT ENOUGH REPETITION, REINFORCEMENT	46	33.8
INTEREST LEVEL INAPPROPRIATE	36	26.5
CONCEPT LEVEL INAPPROPRIATE	34	25.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	27	19.9
NOT RELEVANT TO MY CURRICULUM	24	17.6
LANGUAGE LEVEL NOT UNIFORM	24	17.6
POOR SEQUENCING OF LEARNING COMPONENTS	20	14.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	9	6.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	5.9
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	46	33.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	39	28.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	39	28.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	35	25.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	27	19.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	24	17.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	16	11.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	12	8.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	11	8.1
REQUIRES TOO MUCH TEACHER TRAINING	10	7.4
INADEQUATE TEACHER DIRECTIONS	5	3.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	38	27.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	18	13.2
POOR DURABILITY	10	7.4
DIFFICULT TO OPERATE AND/OR USE	6	4.4
DIFFICULT TO STORE/NOT PORTABLE	4	2.9
INADEQUATE HEALTH AND SAFETY FEATURES	4	2.9
POOR AUDIO QUALITY	2	1.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.5

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONNECTED SPEECH/FLUENCY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	121	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	123	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	5	4.1
5 TO 8	35	28.5
9 TO 11	40	32.5
12 TO 14	24	19.5
15 TO 17	6	4.9
18 AND OVER	0	0.0
11 AND YOUNGER	9	7.3
12 AND OLDER	4	3.3
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	9	7.3
PRIMARY, GRADES K-3	70	56.9
INTERMEDIATE, GRADES 4-6	25	20.3
JUNIOR HIGH, GRADES 7-9	7	5.7
HIGH SCHOOL, GRADES 10-12	3	2.4
INTERMEDIATE AND BELOW	8	6.5
JUNIOR AND SENIOR HIGH	1	0.8
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	59	48.0
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	52	42.3
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	10	8.1
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	2	1.6
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONNECTED SPEECH/FLUENCY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	121	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	123	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	14	11.4
3 TO 5	31	25.2
6 TO 10	47	38.2
11 TO 15	8	6.5
16 OR MORE	20	16.3
INVALID OR NO RESPONSE	3	2.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 797 AND 1273 MIDPOINT 1035

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	82	66.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	68	55.3
MAPS, CHARTS, PICTURES, FLASHCARDS	65	52.8
MANIPULATIVE OBJECTS AND TOOLS	59	48.0
WORKBOOKS, WORKTEXTS	54	43.9
CASSETTE AND REEL-TO-REEL TAPES	39	31.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	36	29.3
AUDIO FLASH CARDS	31	25.2
MODELS	31	25.2
FILMSTRIPS, SLIDES	29	23.6
PRINT/SIGN LANGUAGE MATERIALS	27	22.0
RECORDS	25	20.3
MAGAZINES, SPECIALIZED COMIC BOOKS	23	18.7
PROGRAMMED, SELF-INSTR. MATERIALS	22	17.9
FILMS, FILMLOOPS	18	14.6
MULTIMEDIA KITS	17	13.8
SOUND FILMSTRIPS, SOUND SLIDES	13	10.6
VIDEOTAPES, CLOSED-CIRCUIT TV	12	9.8
COMPUTER-ASSISTED INSTR. MATERIALS	8	6.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	56	45.5
PROGRAMMED, SELF-INSTR. MATERIALS	54	43.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	51	41.5
MULTIMEDIA KITS	43	35.0
MAGAZINES, SPECIALIZED COMIC BOOKS	42	34.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	41	33.3
MAPS, CHARTS, PICTURES, FLASHCARDS	41	33.3
MANIPULATIVE OBJECTS AND TOOLS	40	32.5
AUDIO FLASH CARDS	38	30.9
VIDEOTAPES, CLOSED-CIRCUIT TV	35	28.5
PRINT/SIGN LANGUAGE MATERIALS	34	27.6
FILMSTRIPS, SLIDES	33	26.8
SOUND FILMSTRIPS, SOUND SLIDES	33	26.8
RECORDS	33	26.8
COMPUTER-ASSISTED INSTR. MATERIALS	33	26.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	32	26.0
CASSETTE AND REEL-TO-REEL TAPES	30	24.4
FILMS, FILMLOOPS	28	22.8
MODELS	25	20.3

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONNECTED SPEECH/FLUENCY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	121	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	123	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	48	39.0
AVAILABLE MATERIALS POOR IN QUALITY	20	16.3
AVAILABLE MATERIALS TOO COSTLY	19	15.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	16	13.0
INVALID OR NO RESPONSE	20	16.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	54	43.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	51	41.5
INTEREST LEVEL INAPPROPRIATE	43	35.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	32	26.0
NOT RELEVANT TO MY CURRICULUM	31	25.2
LANGUAGE LEVEL NOT UNIFORM	29	23.6
CONCEPT LEVEL INAPPROPRIATE	24	19.5
POOR SEQUENCING OF LEARNING COMPONENTS	24	19.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	19	15.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	8.9
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	40	32.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	36	29.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	35	28.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	32	26.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	32	26.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	28	22.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	27	22.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	18	14.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	11	8.9
REQUIRES TOO MUCH TEACHER TRAINING	10	8.1
INADEQUATE TEACHER DIRECTIONS	10	8.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	38	30.9
POOR AUDIO QUALITY	18	14.6
POOR DURABILITY	18	14.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	15	12.2
DIFFICULT TO OPERATE AND/OR USE	5	4.1
DIFFICULT TO STORE/NOT PORTABLE	5	4.1
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0

TEACHERS OF
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HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	121	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	121	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	4	3.3
9 TO 11	22	18.2
12 TO 14	43	35.5
15 TO 17	23	19.0
18 AND OVER	10	8.3
11 AND YOUNGER	3	2.5
12 AND OLDER	15	12.4
INVALID OR NO RESPONSE	1	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	6	5.0
PRIMARY, GRADES K-3	61	50.4
INTERMEDIATE, GRADES 4-6	30	24.8
JUNIOR HIGH, GRADES 7-9	9	7.4
HIGH SCHOOL, GRADES 10-12	6	5.0
INTERMEDIATE AND BELOW	4	3.3
JUNIOR AND SENIOR HIGH	3	2.5
INVALID OR NO RESPONSE	2	1.7

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	76	62.8
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	38	31.4
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	4	3.3
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	1	0.8
INVALID OR NO RESPONSE	2	1.7

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	121	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	121	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	6	5.0
3 TO 5	27	22.3
6 TO 10	40	33.1
11 TO 15	19	15.7
16 OR MORE	22	18.2
INVALID OR NO RESPONSE	7	5.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 888 AND 1382 MIDPOINT 1135

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	62	51.2
MAPS, CHARTS, PICTURES, FLASHCARDS	55	45.5
FILMSTRIPS, SLIDES	51	42.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	48	39.7
FILMS, FILMLOOPS	46	38.0
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	41	33.9
WORKBOOKS, WORKTEXTS	40	33.1
PRINT/SIGN LANGUAGE MATERIALS	33	27.3
MANIPULATIVE OBJECTS AND TOOLS	32	26.4
MAGAZINES, SPECIALIZED COMIC BOOKS	28	23.1
VIDEOTAPES, CLOSED-CIRCUIT TV	20	16.5
MODELS	17	14.0
PROGRAMMED, SELF-INSTR. MATERIALS	15	12.4
SOUND FILMSTRIPS, SOUND SLIDES	12	9.9
MULTIMEDIA KITS	11	9.1
AUDIO FLASH CARDS	7	5.8
COMPUTER-ASSISTED INSTR. MATERIALS	5	4.1
RECORDS	3	2.5
CASSETTE AND REEL-TO-REEL TAPES	3	2.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	89	73.6
PRINT/SIGN LANGUAGE MATERIALS	79	65.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	78	64.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	78	64.5
MAGAZINES, SPECIALIZED COMIC BOOKS	73	60.3
PROGRAMMED, SELF-INSTR. MATERIALS	72	59.5
FILMSTRIPS, SLIDES	69	57.0
MAPS, CHARTS, PICTURES, FLASHCARDS	68	56.2
MULTIMEDIA KITS	67	55.4
FILMS, FILMLOOPS	66	54.5
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	66	54.5
MANIPULATIVE OBJECTS AND TOOLS	54	44.6
VIDEOTAPES, CLOSED-CIRCUIT TV	49	40.5
MODELS	43	35.5
COMPUTER-ASSISTED INSTR. MATERIALS	38	31.4
SOUND FILMSTRIPS, SOUND SLIDES	37	30.6
AUDIO FLASH CARDS	21	17.4
RECORDS	18	14.9
CASSETTE AND REEL-TO-REEL TAPES	17	14.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	121	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	121	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	43	35.5
AVAILABLE MATERIALS POOR IN QUALITY	27	22.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	21	17.4
AVAILABLE MATERIALS TOO COSTLY	6	5.0
INVALID OR NO RESPONSE	24	19.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	74	61.2
NOT ENOUGH REPETITION, REINFORCEMENT	57	47.1
INTEREST LEVEL INAPPROPRIATE	53	43.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	51	42.1
CONCEPT LEVEL INAPPROPRIATE	40	33.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	27	22.3
NOT RELEVANT TO MY CURRICULUM	26	21.5
LANGUAGE LEVEL NOT UNIFORM	25	20.7
POOR SEQUENCING OF LEARNING COMPONENTS	18	14.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	5	4.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	57	47.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	48	39.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	43	35.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	41	33.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	24	19.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	23	19.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	23	19.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	18	14.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	14	11.6
REQUIRES TOO MUCH TEACHER TRAINING	8	6.6
INADEQUATE TEACHER DIRECTIONS	8	6.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	35	28.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	16	13.2
POOR DURABILITY	14	11.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	5.0
POOR AUDIO QUALITY	4	3.3
DIFFICULT TO OPERATE AND/OR USE	3	2.5
DIFFICULT TO STORE/NOT PORTABLE	3	2.5
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.8

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COMPOSITION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	112	5.8
TOTAL RESPONSES TO THIS PRIORITY AREA	113	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	8	7.1
9 TO 11	32	28.3
12 TO 14	32	28.3
15 TO 17	22	19.5
18 AND OVER	3	2.7
11 AND YOUNGER	5	4.4
12 AND OLDER	11	9.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	44	38.9
INTERMEDIATE, GRADES 4-6	33	29.2
JUNIOR HIGH, GRADES 7-9	10	8.8
HIGH SCHOOL, GRADES 10-12	7	6.2
INTERMEDIATE AND BELOW	8	7.1
JUNIOR AND SENIOR HIGH	10	8.8
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	51	45.1
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	47	41.6
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	11	9.7
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	3	2.7
INVALID OR NO RESPONSE	1	0.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COMPOSITION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	112	5.8
TOTAL RESPONSES TO THIS PRIORITY AREA	113	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	3	2.7
3 TO 5	21	18.6
6 TO 10	43	38.1
11 TO 15	14	12.4
16 OR MORE	27	23.9
INVALID OR NO RESPONSE	5	4.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 910 AND 1426 MIDPOINT 1168

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	67	59.3
WORKBOOKS, WORKTEXTS	63	55.8
MAPS, CHARTS, PICTURES, FLASHCARDS	53	46.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	35	31.0
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	33	29.2
FILMSTRIPS, SLIDES	28	24.8
MAGAZINES, SPECIALIZED COMIC BOOKS	25	22.1
PRINT/SIGN LANGUAGE MATERIALS	22	19.5
FILMS, FILMLOOPS	22	19.5
PROGRAMMED, SELF-INSTR. MATERIALS	19	16.8
MANIPULATIVE OBJECTS AND TOOLS	16	14.2
VIDEOTAPES, CLOSED-CIRCUIT TV	14	12.4
COMPUTER-ASSISTED INSTR. MATERIALS	10	8.8
MODELS	8	7.1
SOUND FILMSTRIPS, SOUND SLIDES	6	5.3
CASSETTE AND REEL-TO-REEL TAPES	6	5.3
MULTIMEDIA KITS	6	5.3
RECORDS	4	3.5
AUDIO FLASH CARDS	2	1.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	87	77.0
PROGRAMMED, SELF-INSTR. MATERIALS	69	61.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	66	58.4
MAGAZINES, SPECIALIZED COMIC BOOKS	54	47.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	52	46.0
FILMSTRIPS, SLIDES	44	38.9
MULTIMEDIA KITS	43	38.1
PRINT/SIGN LANGUAGE MATERIALS	41	36.3
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	41	36.3
FILMS, FILMLOOPS	36	31.9
MAPS, CHARTS, PICTURES, FLASHCARDS	33	29.2
VIDEOTAPES, CLOSED-CIRCUIT TV	25	22.1
COMPUTER-ASSISTED INSTR. MATERIALS	25	22.1
MANIPULATIVE OBJECTS AND TOOLS	24	21.2
MODELS	19	16.8
SOUND FILMSTRIPS, SOUND SLIDES	14	12.4
AUDIO FLASH CARDS	14	12.4
CASSETTE AND REEL-TO-REEL TAPES	12	10.6
RECORDS	4	3.5

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COMPOSITION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	112	5.8
TOTAL RESPONSES TO THIS PRIORITY AREA	113	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	54	47.8
AVAILABLE MATERIALS POOR IN QUALITY	22	19.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	10	8.8
AVAILABLE MATERIALS TOO COSTLY	8	7.1
INVALID OR NO RESPONSE	19	16.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	75	66.4
NOT ENOUGH REPETITION, REINFORCEMENT	61	54.0
INTEREST LEVEL INAPPROPRIATE	54	47.8
CONCEPT LEVEL INAPPROPRIATE	38	33.6
POOR SEQUENCING OF LEARNING COMPONENTS	32	28.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	31	27.4
NOT RELEVANT TO MY CURRICULUM	30	26.5
LANGUAGE LEVEL NOT UNIFORM	25	22.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	15	13.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	5.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	48	42.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	44	38.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	43	38.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	33	29.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	30	26.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	27	23.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	20	17.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	13	11.5
REQUIRES TOO MUCH TEACHER TRAINING	10	8.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	9	8.0
INADEQUATE TEACHER DIRECTIONS	5	4.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	42	37.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	14	12.4
POOR DURABILITY	6	5.3
DIFFICULT TO OPERATE AND/OR USE	5	4.4
POOR AUDIO QUALITY	4	3.5
DIFFICULT TO STORE/NOT PORTABLE	3	2.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.8
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	100	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	27	27.0
5 TO 8	34	34.0
9 TO 11	15	15.0
12 TO 14	8	8.0
15 TO 17	2	2.0
18 AND OVER	3	3.0
11 AND YOUNGER	1	1.0
12 AND OLDER	8	8.0
INVALID OR NO RESPONSE	2	2.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	14	14.0
PRE-SCHOOL, AGES 3-4	39	39.0
PRIMARY, GRADES K-3	43	43.0
INTERMEDIATE, GRADES 4-6	2	2.0
JUNIOR HIGH, GRADES 7-9	1	1.0
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	1	1.0
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	46	46.0
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	34	34.0
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	19	19.0
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	0	0.0
INVALID OR NO RESPONSE	1	1.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	100	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	11	11.0
3 TO 5	41	41.0
6 TO 10	32	32.0
11 TO 15	5	5.0
16 OR MORE	6	6.0
INVALID OR NO RESPONSE	5	5.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 477 AND 772 MIDPOINT 625

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	74	74.0
MANIPULATIVE OBJECTS AND TOOLS	70	70.0
MAPS, CHARTS, PICTURES, FLASHCARDS	52	52.0
FILMSTRIPS, SLIDES	47	47.0
PRINT/SIGN LANGUAGE MATERIALS	37	37.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	36	36.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	35	35.0
RECORDS	34	34.0
FILMS, FILMLOOPS	30	30.0
SOUND FILMSTRIPS, SOUND SLIDES	23	23.0
MODELS	23	23.0
WORKBOOKS, WORKTEXTS	21	21.0
AUDIO FLASH CARDS	17	17.0
VIDEOTAPES, CLOSED-CIRCUIT TV	16	16.0
PROGRAMMED, SELF-INSTR. MATERIALS	16	16.0
CASSETTE AND REEL-TO-REEL TAPES	14	14.0
MULTIMEDIA KITS	14	14.0
MAGAZINES, SPECIALIZED COMIC BOOKS	10	10.0
COMPUTER-ASSISTED INSTR. MATERIALS	3	3.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	56	56.0
MANIPULATIVE OBJECTS AND TOOLS	56	56.0
FILMSTRIPS, SLIDES	42	42.0
PROGRAMMED, SELF-INSTR. MATERIALS	40	40.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	39	39.0
WORKBOOKS, WORKTEXTS	39	39.0
PRINT/SIGN LANGUAGE MATERIALS	39	39.0
MAPS, CHARTS, PICTURES, FLASHCARDS	38	38.0
MULTIMEDIA KITS	38	38.0
FILMS, FILMLOOPS	34	34.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	33	33.0
MODELS	29	29.0
AUDIO FLASH CARDS	27	27.0
VIDEOTAPES, CLOSED-CIRCUIT TV	27	27.0
MAGAZINES, SPECIALIZED COMIC BOOKS	26	26.0
RECORDS	26	26.0
SOUND FILMSTRIPS, SOUND SLIDES	22	22.0
COMPUTER-ASSISTED INSTR. MATERIALS	20	20.0
CASSETTE AND REEL-TO-REEL TAPES	18	18.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	100	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	41	41.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	26	26.0
AVAILABLE MATERIALS POOR IN QUALITY	10	10.0
AVAILABLE MATERIALS TOO COSTLY	10	10.0
INVALID OR NO RESPONSE	13	13.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	39	39.0
NOT ENOUGH REPETITION, REINFORCEMENT	39	39.0
INTEREST LEVEL INAPPROPRIATE	32	32.0
NOT RELEVANT TO MY CURRICULUM	27	27.0
CONCEPT LEVEL INAPPROPRIATE	22	22.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	21	21.0
POOR SEQUENCING OF LEARNING COMPONENTS	15	15.0
LANGUAGE LEVEL NOT UNIFORM	11	11.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	9	9.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	6.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	33	33.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	31	31.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	27	27.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	24	24.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	18	18.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	18	18.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	18	18.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	13	13.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	12	12.0
REQUIRES TOO MUCH TEACHER TRAINING	4	4.0
INADEQUATE TEACHER DIRECTIONS	2	2.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	20	20.0
POOR DURABILITY	16	16.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	12	12.0
DIFFICULT TO STORE/NOT PORTABLE	7	7.0
POOR AUDIO QUALITY	5	5.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	4	4.0
DIFFICULT TO OPERATE AND/OR USE	2	2.0
INADEQUATE HEALTH AND SAFETY FEATURES	1	1.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INTERPERSONAL RELATIONS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	97	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	2	2.1
5 TO 8	7	7.2
9 TO 11	25	25.8
12 TO 14	22	22.7
15 TO 17	16	16.5
18 AND OVER	5	5.2
11 AND YOUNGER	4	4.1
12 AND OLDER	15	15.5
INVALID OR NO RESPONSE	1	1.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	1.0
PRE-SCHOOL, AGES 3-4	2	2.1
PRIMARY, GRADES K-3	38	39.2
INTERMEDIATE, GRADES 4-6	20	20.6
JUNIOR HIGH, GRADES 7-9	13	13.4
HIGH SCHOOL, GRADES 10-12	8	8.2
INTERMEDIATE AND BELOW	6	6.2
JUNIOR AND SENIOR HIGH	9	9.3
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	47	48.5
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	41	42.3
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	8	8.2
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	1	1.0
INVALID OR NO RESPONSE	0	0.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INTERPERSONAL RELATIONS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	97	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	4	4.1
3 TO 5	22	22.7
6 TO 10	37	38.1
11 TO 15	7	7.2
16 OR MORE	25	25.8
INVALID OR NO RESPONSE	2	2.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 769 AND 1218 MIDPOINT 994

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	41	42.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	36	37.1
FILMSTRIPS, SLIDES	35	36.1
FILMS, FILMLOOPS	34	35.1
MAPS, CHARTS, PICTURES, FLASHCARDS	27	27.8
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	22	22.7
MAGAZINES, SPECIALIZED COMIC BOOKS	18	18.6
SOUND FILMSTRIPS, SOUND SLIDES	18	18.6
WORKBOOKS, WORKTEXTS	17	17.5
MANIPULATIVE OBJECTS AND TOOLS	13	13.4
PRINT/SIGN LANGUAGE MATERIALS	12	12.4
VIDEOTAPES, CLOSED-CIRCUIT TV	9	9.3
PROGRAMMED, SELF-INSTR. MATERIALS	9	9.3
MULTIMEDIA KITS	9	9.3
MODELS	7	7.2
RECORDS	3	3.1
CASSETTE AND REEL-TO-REEL TAPES	3	3.1
COMPUTER-ASSISTED INSTR. MATERIALS	3	3.1
AUDIO FLASH CARDS	2	2.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	65	67.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	54	55.7
WORKBOOKS, WORKTEXTS	54	55.7
MAGAZINES, SPECIALIZED COMIC BOOKS	54	55.7
FILMSTRIPS, SLIDES	52	53.6
FILMS, FILMLOOPS	50	51.5
PRINT/SIGN LANGUAGE MATERIALS	43	44.3
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	43	44.3
VIDEOTAPES, CLOSED-CIRCUIT TV	43	44.3
MULTIMEDIA KITS	43	44.3
PROGRAMMED, SELF-INSTR. MATERIALS	37	38.1
MAPS, CHARTS, PICTURES, FLASHCARDS	29	29.9
MANIPULATIVE OBJECTS AND TOOLS	27	27.8
SOUND FILMSTRIPS, SOUND SLIDES	26	26.8
COMPUTER-ASSISTED INSTR. MATERIALS	18	18.6
MODELS	17	17.5
AUDIO FLASH CARDS	16	16.5
RECORDS	9	9.3
CASSETTE AND REEL-TO-REEL TAPES	8	8.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS CF MECIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INTERPERSONAL RELATICNS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	97	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	30	30.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	24	24.7
AVAILABLE MATERIALS POOR IN QUALITY	16	16.5
AVAILABLE MATERIALS TOO COSTLY	7	7.2
INVALID OR NO RESPONSE	20	20.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	44	45.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	41	42.3
CONCEPT LEVEL INAPPROPRIATE	32	33.0
INTEREST LEVEL INAPPROPRIATE	30	30.9
NOT ENOUGH REPETITION, REINFORCEMENT	26	26.8
LANGUAGE LEVEL NOT UNIFORM	17	17.5
NOT RELEVANT TO MY CURRICULUM	14	14.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	14	14.4
POOR SEQUENCING OF LEARNING COMPONENTS	7	7.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	1	1.0
USE		
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	26	26.8
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	26	26.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	25	25.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	22	22.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	20	20.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	15	15.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	14	14.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	14	14.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	8	8.2
INADEQUATE TEACHER DIRECTIONS	6	6.2
REQUIRES TOO MUCH TEACHER TRAINING	4	4.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	24	24.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	8	8.2
DIFFICULT TO STORE/NOT PORTABLE	3	3.1
POOR DURABILITY	3	3.1
POOR AUDIO QUALITY	2	2.1
DIFFICULT TO OPERATE AND/OR USE	1	1.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PROBLEM SOLVING/MATHEMATICS APPLICATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	90	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	91	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	3	3.3
9 TO 11	20	22.0
12 TO 14	30	33.0
15 TO 17	20	22.0
18 AND OVER	5	5.5
11 AND YOUNGER	1	1.1
12 AND OLDER	12	13.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	21	23.1
INTERMEDIATE, GRADES 4-6	28	30.8
JUNIOR HIGH, GRADES 7-9	13	14.3
HIGH SCHOOL, GRADES 10-12	9	9.9
INTERMEDIATE AND BELOW	10	11.0
JUNIOR AND SENIOR HIGH	10	11.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	49	53.8
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	37	40.7
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	5	5.5
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	0	0.0
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PROBLEM SOLVING/MATHEMATICS APPLICATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	90	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	91	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	1	1.1
3 TO 5	10	11.0
6 TO 10	31	34.1
11 TO 15	10	11.0
16 OR MORE	31	34.1
INVALID OR NO RESPONSE	8	8.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 823 AND 1287 MIDPOINT 1055

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	69	75.8
WORKBOOKS, WORKTEXTS	62	68.1
MAPS, CHARTS, PICTURES, FLASHCARDS	47	51.6
MANIPULATIVE OBJECTS AND TOOLS	40	44.0
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	39	42.9
FILMSTRIPS, SLIDES	18	19.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	18	19.8
MODELS	13	14.3
PROGRAMMED, SELF-INSTR. MATERIALS	11	12.1
FILMS, FILMLOOPS	10	11.0
PRINT/SIGN LANGUAGE MATERIALS	9	9.9
SOUND FILMSTRIPS, SOUND SLIDES	6	6.6
AUDIO FLASH CARDS	5	5.5
CASSETTE AND REEL-TO-REEL TAPES	5	5.5
VIDEOTAPES, CLOSED-CIRCUIT TV	4	4.4
COMPUTER-ASSISTED INSTR. MATERIALS	4	4.4
MULTIMEDIA KITS	4	4.4
MAGAZINES, SPECIALIZED COMIC BOOKS	2	2.2
RECORDS	1	1.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
PROGRAMMED, SELF-INSTR. MATERIALS	53	58.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	52	57.1
WORKBOOKS, WORKTEXTS	49	53.8
MANIPULATIVE OBJECTS AND TOOLS	47	51.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	43	47.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	39	42.9
FILMSTRIPS, SLIDES	39	42.9
FILMS, FILMLOOPS	38	41.8
MULTIMEDIA KITS	35	38.5
MAPS, CHARTS, PICTURES, FLASHCARDS	34	37.4
COMPUTER-ASSISTED INSTR. MATERIALS	32	35.2
PRINT/SIGN LANGUAGE MATERIALS	30	33.0
MAGAZINES, SPECIALIZED COMIC BOOKS	29	31.9
MODELS	26	28.6
VIDEOTAPES, CLOSED-CIRCUIT TV	22	24.2
SOUND FILMSTRIPS, SOUND SLIDES	18	19.8
AUDIO FLASH CARDS	15	16.5
CASSETTE AND REEL-TO-REEL TAPES	9	9.9
RECORDS	6	6.6

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PROBLEM SOLVING/MATHEMATICS APPLICATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	90	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	91	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	34	37.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	13	14.3
AVAILABLE MATERIALS POOR IN QUALITY	12	13.2
AVAILABLE MATERIALS TOO COSTLY	10	11.0
INVALID OR NO RESPONSE	22	24.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	51	56.0
NOT ENOUGH REPETITION, REINFORCEMENT	50	54.9
INTEREST LEVEL INAPPROPRIATE	26	28.6
LANGUAGE LEVEL NOT UNIFORM	25	27.5
CONCEPT LEVEL INAPPROPRIATE	25	27.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	24	26.4
POOR SEQUENCING OF LEARNING COMPONENTS	21	23.1
NOT RELEVANT TO MY CURRICULUM	15	16.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	10	11.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	8.8
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	43	47.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	35	38.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	26	28.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	21	23.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	20	22.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	20	22.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	16	17.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	9	9.9
REQUIRES TOO MUCH TEACHER TRAINING	6	6.6
INADEQUATE TEACHER DIRECTIONS	6	6.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	5	5.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	21	23.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	8	8.8
POOR DURABILITY	7	7.7
DIFFICULT TO OPERATE AND/OR USE	2	2.2
INADEQUATE HEALTH AND SAFETY FEATURES	2	2.2
POOR AUDIO QUALITY	1	1.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	1	1.1
DIFFICULT TO STORE/NOT PORTABLE	1	1.1

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SPEECH READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	87	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	8	9.2
5 TO 8	24	27.6
9 TO 11	23	26.4
12 TO 14	14	16.1
15 TO 17	3	3.4
18 AND OVER	0	0.0
11 AND YOUNGER	9	10.3
12 AND OLDER	6	6.9
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	1.1
PRE-SCHOOL, AGES 3-4	10	11.5
PRIMARY, GRADES K-3	45	51.7
INTERMEDIATE, GRADES 4-6	16	18.4
JUNIOR HIGH, GRADES 7-9	3	3.4
HIGH SCHOOL, GRADES 10-12	2	2.3
INTERMEDIATE AND BELOW	6	6.9
JUNIOR AND SENIOR HIGH	4	4.6
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	45	51.7
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	30	34.5
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	6	6.9
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	5	5.7
INVALID OR NO RESPONSE	1	1.1

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SPEECH READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	87	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	7	8.0
3 TO 5	29	33.3
6 TO 10	36	41.4
11 TO 15	3	3.4
16 OR MORE	8	9.2
INVALID OR NO RESPONSE	4	4.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 471 AND 764 MIDPOINT 618

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	44	50.6
MAPS, CHARTS, PICTURES, FLASHCARDS	42	48.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	36	41.4
WORKBOOKS, WORKTEXTS	26	29.9
MANIPULATIVE OBJECTS AND TOOLS	25	28.7
PRINT/SIGN LANGUAGE MATERIALS	23	26.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	16	18.4
MODELS	16	18.4
MAGAZINES, SPECIALIZED COMIC BOOKS	15	17.2
FILMS, FILMLOOPS	11	12.6
VIDEOTAPES, CLOSED-CIRCUIT TV	10	11.5
FILMSTRIPS, SLIDES	9	10.3
RECORDS	9	10.3
SOUND FILMSTRIPS, SOUND SLIDES	8	9.2
AUDIO FLASH CARDS	7	8.0
CASSETTE AND REEL-TO-REEL TAPES	6	6.9
PROGRAMMED, SELF-INSTR. MATERIALS	6	6.9
MULTIMEDIA KITS	2	2.3
COMPUTER-ASSISTED INSTR. MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	42	48.3
FILMS, FILMLOOPS	42	48.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	40	46.0
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	38	43.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	36	41.4
PROGRAMMED, SELF-INSTR. MATERIALS	34	39.1
FILMSTRIPS, SLIDES	33	37.9
MAPS, CHARTS, PICTURES, FLASHCARDS	28	32.2
PRINT/SIGN LANGUAGE MATERIALS	27	31.0
MULTIMEDIA KITS	27	31.0
VIDEOTAPES, CLOSED-CIRCUIT TV	26	29.9
MAGAZINES, SPECIALIZED COMIC BOOKS	25	28.7
AUDIO FLASH CARDS	24	27.6
SOUND FILMSTRIPS, SOUND SLIDES	22	25.3
RECORDS	18	20.7
MODELS	17	19.5
COMPUTER-ASSISTED INSTR. MATERIALS	17	19.5
MANIPULATIVE OBJECTS AND TOOLS	16	18.4
CASSETTE AND REEL-TO-REEL TAPES	14	16.1

451

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SPEECH READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	87	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	29	33.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	22	25.3
AVAILABLE MATERIALS TOO COSTLY	13	14.9
AVAILABLE MATERIALS POOR IN QUALITY	7	8.0
INVALID OR NO RESPONSE	16	18.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	33	37.9
INTEREST LEVEL INAPPROPRIATE	27	31.0
NOT ENOUGH REPETITION, REINFORCEMENT	26	29.9
NOT RELEVANT TO MY CURRICULUM	16	18.4
LANGUAGE LEVEL NOT UNIFORM	16	18.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	16	18.4
POOR SEQUENCING OF LEARNING COMPONENTS	14	16.1
CONCEPT LEVEL INAPPROPRIATE	13	14.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	8	9.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	5	5.7
USE		
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	26	29.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	23	26.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	20	23.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	20	23.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	19	21.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	17	19.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	17	19.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	8	9.2
INADEQUATE TEACHER DIRECTIONS	7	8.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	6	6.9
REQUIRES TOO MUCH TEACHER TRAINING	4	4.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	21	24.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	11	12.6
POOR AUDIO QUALITY	9	10.3
DIFFICULT TO OPERATE AND/OR USE	7	8.0
DIFFICULT TO STORE/NOT PORTABLE	7	8.0
POOR DURABILITY	6	6.9
INADEQUATE HEALTH AND SAFETY FEATURES	1	1.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING CONNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	86	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	86	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	7	8.1
5 TO 8	29	33.7
9 TO 11	21	24.4
12 TO 14	17	19.8
15 TO 17	3	3.5
18 AND OVER	1	1.2
11 AND YOUNGER	4	4.7
12 AND OLDER	4	4.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	1.2
PRE-SCHOOL, AGES 3-4	10	11.6
PRIMARY, GRADES K-3	45	52.3
INTERMEDIATE, GRADES 4-6	16	18.6
JUNIOR HIGH, GRADES 7-9	4	4.7
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	7	8.1
JUNIOR AND SENIOR HIGH	3	3.5
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	50	58.1
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	34	39.5
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	2	2.3
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	0	0.0
INVALID OR NO RESPONSE	0	0.0

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HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING CONNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	86	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	86	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	7	8.1
3 TO 5	32	37.2
6 TO 10	32	37.2
11 TO 15	4	4.7
16 OR MORE	10	11.6
INVALID OR NO RESPONSE	1	1.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 499 AND 804 MIDPOINT 652

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	56	65.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	50	58.1
MAPS, CHARTS, PICTURES, FLASHCARDS	47	54.7
MANIPULATIVE OBJECTS AND TOOLS	41	47.7
WORKBOOKS, WORKTEXTS	38	44.2
FILMSTRIPS, SLIDES	29	33.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	26	30.2
PRINT/SIGN LANGUAGE MATERIALS	25	29.1
FILMS, FILMLOOPS	20	23.3
MODELS	20	23.3
RECORDS	18	20.9
CASSETTE AND REEL-TO-REEL TAPES	18	20.9
PROGRAMMED, SELF-INSTR. MATERIALS	18	20.9
MAGAZINES, SPECIALIZED COMIC BOOKS	17	19.8
AUDIO FLASH CARDS	11	12.8
SOUND FILMSTRIPS, SOUND SLIDES	10	11.6
MULTIMEDIA KITS	10	11.6
VIDEOTAPES, CLOSED-CIRCUIT TV	6	7.0
COMPUTER-ASSISTED INSTR. MATERIALS	1	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	48	55.8
PROGRAMMED, SELF-INSTR. MATERIALS	41	47.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	34	39.5
FILMSTRIPS, SLIDES	34	39.5
MAGAZINES, SPECIALIZED COMIC BOOKS	33	38.4
FILMS, FILMLOOPS	32	37.2
MULTIMEDIA KITS	31	36.0
PRINT/SIGN LANGUAGE MATERIALS	29	33.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	29	33.7
VIDEOTAPES, CLOSED-CIRCUIT TV	29	33.7
SOUND FILMSTRIPS, SOUND SLIDES	28	32.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	26	30.2
AUDIO FLASH CARDS	25	29.1
COMPUTER-ASSISTED INSTR. MATERIALS	25	29.1
MAPS, CHARTS, PICTURES, FLASHCARDS	24	27.9
RECORDS	22	25.6
CASSETTE AND REEL-TO-REEL TAPES	22	25.6
MANIPULATIVE OBJECTS AND TOOLS	18	20.9
MODELS	17	19.8

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING CONNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	86	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	86	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	30	34.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	16	18.6
AVAILABLE MATERIALS TOO COSTLY	15	17.4
AVAILABLE MATERIALS POOR IN QUALITY	9	10.5
INVALID OR NO RESPONSE	16	18.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	39	45.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	35	40.7
LANGUAGE LEVEL NOT UNIFORM	29	33.7
INTEREST LEVEL INAPPROPRIATE	25	29.1
CONCEPT LEVEL INAPPROPRIATE	22	25.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	19	22.1
POOR SEQUENCING OF LEARNING COMPONENTS	18	20.9
NOT RELEVANT TO MY CURRICULUM	12	14.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	10	11.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	3	3.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	29	33.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	26	30.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	23	26.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	23	26.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	22	25.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	22	25.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	14	16.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	9	10.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	8	9.3
REQUIRES TOO MUCH TEACHER TRAINING	3	3.5
INADEQUATE TEACHER DIRECTIONS	3	3.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	19	22.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	12	14.0
POOR DURABILITY	9	10.5
POOR AUDIO QUALITY	6	7.0
DIFFICULT TO STORE/NOT PORTABLE	4	4.7
DIFFICULT TO OPERATE AND/OR USE	1	1.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	82	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	82	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	10	12.2
5 TO 8	21	25.6
9 TO 11	15	18.3
12 TO 14	15	18.3
15 TO 17	9	11.0
18 AND OVER	3	3.7
11 AND YOUNGER	3	3.7
12 AND OLDER	5	6.1
INVALID OR NO RESPONSE	1	1.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	4	4.9
PRE-SCHOOL, AGES 3-4	15	18.3
PRIMARY, GRADES K-3	34	41.5
INTERMEDIATE, GRADES 4-6	11	13.4
JUNIOR HIGH, GRADES 7-9	7	8.5
HIGH SCHOOL, GRADES 10-12	3	3.7
INTERMEDIATE AND BELOW	5	6.1
JUNIOR AND SENIOR HIGH	2	2.4
INVALID OR NO RESPONSE	1	1.2

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	45	54.9
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	28	34.1
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	6	7.3
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	2	2.4
INVALID OR NO RESPONSE	1	1.2

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	82	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	82	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	8	9.8
3 TO 5	24	29.3
6 TO 10	27	32.9
11 TO 15	9	11.0
16 OR MORE	11	13.4
INVALID OR NO RESPONSE	3	3.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 517 AND 816 MIDPOINT 667

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	47	57.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	38	46.3
MAPS, CHARTS, PICTURES, FLASHCARDS	35	42.7
MANIPULATIVE OBJECTS AND TOOLS	34	41.5
PRINT/SIGN LANGUAGE MATERIALS	29	35.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	29	35.4
FILMSTRIPS, SLIDES	28	34.1
WORKBOOKS, WORKTEXTS	25	30.5
FILMS, FILMLOOPS	21	25.6
MAGAZINES, SPECIALIZED COMIC BOOKS	19	23.2
MODELS	15	18.3
PROGRAMMED, SELF-INSTR. MATERIALS	14	17.1
MULTIMEDIA KITS	11	13.4
SOUND FILMSTRIPS, SOUND SLIDES	8	9.8
RECORDS	8	9.8
CASSETTE AND REEL-TO-REEL TAPES	8	9.8
VIDEOTAPES, CLOSED-CIRCUIT TV	8	9.8
AUDIO FLASH CARDS	5	6.1
COMPUTER-ASSISTED INSTR. MATERIALS	4	4.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
PRINT/SIGN LANGUAGE MATERIALS	48	58.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	45	54.9
WORKBOOKS, WORKTEXTS	45	54.9
FILMS, FILMLOOPS	43	52.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	42	51.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	41	50.0
MAGAZINES, SPECIALIZED COMIC BOOKS	40	48.8
FILMSTRIPS, SLIDES	40	48.8
PROGRAMMED, SELF-INSTR. MATERIALS	36	43.9
MULTIMEDIA KITS	36	43.9
MANIPULATIVE OBJECTS AND TOOLS	34	41.5
MAPS, CHARTS, PICTURES, FLASHCARDS	33	40.2
VIDEOTAPES, CLOSED-CIRCUIT TV	28	34.1
MODELS	25	30.5
SOUND FILMSTRIPS, SOUND SLIDES	23	28.0
RECORDS	19	23.2
AUDIO FLASH CARDS	17	20.7
CASSETTE AND REEL-TO-REEL TAPES	17	20.7
COMPUTER-ASSISTED INSTR. MATERIALS	16	19.5

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS CF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	82	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	82	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASCN NEW OR IMPROVEC MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	32	39.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	23	28.0
AVAILABLE MATERIALS POOR IN QUALITY	11	13.4
AVAILABLE MATERIALS TOO COSTLY	5	6.1
INVALID OR NO RESPONSE	11	13.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	32	39.0
INTEREST LEVEL INAPPROPRIATE	29	35.4
NOT ENOUGH REPETITION, REINFORCEMENT	28	34.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	25	30.5
CONCEPT LEVEL INAPPROPRIATE	20	24.4
NOT RELEVANT TO MY CURRICULUM	18	22.0
LANGUAGE LEVEL NOT UNIFORM	17	20.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	12	14.6
POOR SEQUENCING OF LEARNING COMPONENTS	6	7.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	2	2.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	28	34.1
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	21	25.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	19	23.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	19	23.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	13	15.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	13	15.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	12	14.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	10	12.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	4	4.9
REQUIRES TOO MUCH TEACHER TRAINING	3	3.7
INADEQUATE TEACHER DIRECTIONS	3	3.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	20	24.4
POOR DURABILITY	8	9.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	6	7.3
POOR AUDIO QUALITY	5	6.1
DIFFICULT TO STORE/NOT PORTABLE	3	3.7
DIFFICULT TO OPERATE AND/OR USE	2	2.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	1	1.2
INADEQUATE HEALTH AND SAFETY FEATURES	1	1.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	78	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	78	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	10	12.8
5 TO 8	27	34.6
9 TO 11	20	25.6
12 TO 14	6	7.7
15 TO 17	2	2.6
18 AND OVER	0	0.0
11 AND YOUNGER	9	11.5
12 AND OLDER	3	3.8
INVALID OR NO RESPONSE	1	1.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	4	5.1
PRE-SCHOOL, AGES 3-4	15	19.2
PRIMARY, GRADES K-3	34	43.6
INTERMEDIATE, GRADES 4-6	14	17.9
JUNIOR HIGH, GRADES 7-9	2	2.6
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	6	7.7
JUNIOR AND SENIOR HIGH	1	1.3
INVALID OR NO RESPONSE	2	2.6

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	32	41.0
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	31	39.7
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	8	10.3
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	6	7.7
INVALID OR NO RESPONSE	1	1.3

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	78	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	78	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	4	5.1
3 TO 5	24	30.8
6 TO 10	26	33.3
11 TO 15	10	12.8
16 OR MORE	11	14.1
INVALID OR NO RESPONSE	3	3.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 518 AND 813 MIDPOINT 666

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	49	62.8
RECORDS	40	51.3
CASSETTE AND REEL-TO-REEL TAPES	37	47.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	34	43.6
MANIPULATIVE OBJECTS AND TOOLS	32	41.0
WORKBOOKS, WORKTEXTS	30	38.5
MAPS, CHARTS, PICTURES, FLASHCARDS	30	38.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	21	26.9
AUDIO FLASH CARDS	21	26.9
FILMSTRIPS, SLIDES	20	25.6
FILMS, FILMLOOPS	17	21.8
SOUND FILMSTRIPS, SOUND SLIDES	16	20.5
MODELS	13	16.7
VIDEOTAPES, CLOSED-CIRCUIT TV	13	16.7
MULTIMEDIA KITS	13	16.7
MAGAZINES, SPECIALIZED COMIC BOOKS	11	14.1
PRINT/SIGN LANGUAGE MATERIALS	11	14.1
PROGRAMMED, SELF-INSTR. MATERIALS	11	14.1
COMPUTER-ASSISTED INSTR. MATERIALS	3	3.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
PROGRAMMED, SELF-INSTR. MATERIALS	35	44.9
AUDIO FLASH CARDS	33	42.3
RECORDS	32	41.0
WORKBOOKS, WORKTEXTS	31	39.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	31	39.7
CASSETTE AND REEL-TO-REEL TAPES	30	38.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	29	37.2
MULTIMEDIA KITS	29	37.2
SOUND FILMSTRIPS, SOUND SLIDES	27	34.6
FILMSTRIPS, SLIDES	25	32.1
FILMS, FILMLOOPS	21	26.9
MANIPULATIVE OBJECTS AND TOOLS	21	26.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	18	23.1
MAGAZINES, SPECIALIZED COMIC BOOKS	17	21.8
COMPUTER-ASSISTED INSTR. MATERIALS	17	21.8
MAPS, CHARTS, PICTURES, FLASHCARDS	15	19.2
PRINT/SIGN LANGUAGE MATERIALS	14	17.9
VIDEOTAPES, CLOSED-CIRCUIT TV	13	16.7
MODELS	9	11.5

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	78	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	78	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	39	50.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	9	11.5
AVAILABLE MATERIALS POOR IN QUALITY	7	9.0
AVAILABLE MATERIALS TOO COSTLY	7	9.0
INVALID OR NO RESPONSE	16	20.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	37	47.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	31	39.7
INTEREST LEVEL INAPPROPRIATE	24	30.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	20	25.6
CONCEPT LEVEL INAPPROPRIATE	18	23.1
NOT RELEVANT TO MY CURRICULUM	17	21.8
POOR SEQUENCING OF LEARNING COMPONENTS	13	16.7
LANGUAGE LEVEL NOT UNIFORM	11	14.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	9	11.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	1	1.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	25	32.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	19	24.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	19	24.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	19	24.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	16	20.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	15	19.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	13	16.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	13	16.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	12	15.4
REQUIRES TOO MUCH TEACHER TRAINING	7	9.0
INADEQUATE TEACHER DIRECTIONS	2	2.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	15	19.2
POOR AUDIO QUALITY	13	16.7
POOR DURABILITY	10	12.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	7	9.0
DIFFICULT TO STORE/NOT PORTABLE	6	7.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0
DIFFICULT TO OPERATE AND/OR USE	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	76	3.9
TOTAL RESPONSES TO THIS PRIORITY AREA	76	

CHRONOLOGICAL AGE DISTRIBUTION

	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	1	1.3
9 TO 11	5	6.6
12 TO 14	18	23.7
15 TO 17	30	39.5
18 AND OVER	7	9.2
11 AND YOUNGER	0	0.0
12 AND OLDER	15	19.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL

	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	15	19.7
INTERMEDIATE, GRADES 4-6	16	21.1
JUNIOR HIGH, GRADES 7-9	12	15.8
HIGH SCHOOL, GRADES 10-12	14	18.4
INTERMEDIATE AND BELOW	6	7.9
JUNIOR AND SENIOR HIGH	13	17.1
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING

	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	39	51.3
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	33	43.4
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	3	3.9
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	0	0.0
INVALID OR NO RESPONSE	1	1.3

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	76	3.9
TOTAL RESPONSES TO THIS PRIORITY AREA	76	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	2	2.6
3 TO 5	19	25.0
6 TO 10	16	21.1
11 TO 15	10	13.2
16 OR MORE	26	34.2
INVALID OR NO RESPONSE	3	3.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 681 AND 1059 MIDPOINT 870

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	36	47.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	27	35.5
WORKBOOKS, WORKTEXTS	25	32.9
FILMSTRIPS, SLIDES	25	32.9
MAPS, CHARTS, PICTURES, FLASHCARDS	24	31.6
FILMS, FILMLOOPS	23	30.3
MAGAZINES, SPECIALIZED COMIC BOOKS	20	26.3
MANIPULATIVE OBJECTS AND TOOLS	18	23.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	16	21.1
SOUND FILMSTRIPS, SOUND SLIDES	13	17.1
PROGRAMMED, SELF-INSTR. MATERIALS	13	17.1
MODELS	11	14.5
PRINT/SIGN LANGUAGE MATERIALS	9	11.8
CASSETTE AND REEL-TO-REEL TAPES	7	9.2
MULTIMEDIA KITS	7	9.2
VIDEOTAPES, CLOSED-CIRCUIT TV	6	7.9
AUDIO FLASH CARDS	4	5.3
COMPUTER-ASSISTED INSTR. MATERIALS	3	3.9
RECORDS	2	2.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	55	72.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	51	67.1
MAGAZINES, SPECIALIZED COMIC BOOKS	42	55.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	41	53.9
PROGRAMMED, SELF-INSTR. MATERIALS	39	51.3
PRINT/SIGN LANGUAGE MATERIALS	38	50.0
FILMSTRIPS, SLIDES	38	50.0
MANIPULATIVE OBJECTS AND TOOLS	36	47.4
MULTIMEDIA KITS	33	43.4
FILMS, FILMLOOPS	32	42.1
MAPS, CHARTS, PICTURES, FLASHCARDS	30	39.5
MODELS	27	35.5
VIDEOTAPES, CLOSED-CIRCUIT TV	27	35.5
COMPUTER-ASSISTED INSTR. MATERIALS	26	34.2
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	25	32.9
SOUND FILMSTRIPS, SOUND SLIDES	16	21.1
AUDIO FLASH CARDS	14	18.4
RECORDS	12	15.8
CASSETTE AND REEL-TO-REEL TAPES	8	10.5

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	76	3.9
TOTAL RESPONSES TO THIS PRIORITY AREA	76	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	32	42.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	11	14.5
AVAILABLE MATERIALS TOO COSTLY	8	10.5
AVAILABLE MATERIALS POOR IN QUALITY	7	9.2
INVALID OR NO RESPONSE	18	23.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	47	61.8
NOT ENOUGH REPETITION, REINFORCEMENT	29	38.2
INTEREST LEVEL INAPPROPRIATE	25	32.9
CONCEPT LEVEL INAPPROPRIATE	24	31.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	23	30.3
NOT RELEVANT TO MY CURRICULUM	16	21.1
LANGUAGE LEVEL NOT UNIFORM	16	21.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	15	19.7
POOR SEQUENCING OF LEARNING COMPONENTS	9	11.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	3	3.9
USE		
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	27	35.5
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	26	34.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	24	31.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	22	28.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	19	25.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	14	18.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	12	15.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	11	14.5
INADEQUATE TEACHER DIRECTIONS	9	11.8
REQUIRES TOO MUCH TEACHER TRAINING	7	9.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	6	7.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	27	35.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	11	14.5
POOR DURABILITY	9	11.8
DIFFICULT TO STORE/NOT PORTABLE	4	5.3
DIFFICULT TO OPERATE AND/OR USE	3	3.9
INADEQUATE HEALTH AND SAFETY FEATURES	2	2.6
POOR AUDIO QUALITY	0	0.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONSUMER EDUCATION/FINANCIAL MANAGEMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	73	3.8
TOTAL RESPONSES TO THIS PRIORITY AREA	73	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	2	2.7
12 TO 14	11	15.1
15 TO 17	36	49.3
18 AND OVER	11	15.1
11 AND YOUNGER	0	0.0
12 AND OLDER	13	17.8
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	14	19.2
INTERMEDIATE, GRADES 4-6	12	16.4
JUNIOR HIGH, GRADES 7-9	10	13.7
HIGH SCHOOL, GRADES 10-12	19	26.0
INTERMEDIATE AND BELOW	6	8.2
JUNIOR AND SENIOR HIGH	11	15.1
INVALID OR NO RESPONSE	1	1.4

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	42	57.5
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	26	35.6
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	3	4.1
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	1	1.4
INVALID OR NO RESPONSE	1	1.4

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONSUMER EDUCATION/FINANCIAL MANAGEMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	73	3.8
TOTAL RESPONSES TO THIS PRIORITY AREA	73	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	4	5.5
3 TO 5	9	12.3
6 TO 10	22	30.1
11 TO 15	12	16.4
16 OR MORE	24	32.9
INVALID OR NO RESPONSE	2	2.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 679 AND 1053 MIDPOINT 866

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	37	50.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	34	46.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	33	45.2
MAPS, CHARTS, PICTURES, FLASHCARDS	29	39.7
FILMSTRIPS, SLIDES	21	28.8
MAGAZINES, SPECIALIZED COMIC BOOKS	17	23.3
FILMS, FILMLOOPS	14	19.2
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	14	19.2
PRINT/SIGN LANGUAGE MATERIALS	13	17.8
MODELS	9	12.3
MANIPULATIVE OBJECTS AND TOOLS	8	11.0
MULTIMEDIA KITS	7	9.6
PROGRAMMED, SELF-INSTR. MATERIALS	5	6.8
VIDEOTAPES, CLOSED-CIRCUIT TV	4	5.5
COMPUTER-ASSISTED INSTR. MATERIALS	4	5.5
SOUND FILMSTRIPS, SOUND SLIDES	3	4.1
RECORDS	2	2.7
CASSETTE AND REEL-TO-REEL TAPES	1	1.4
AUDIO FLASH CARDS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	56	76.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	53	72.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	50	68.5
PROGRAMMED, SELF-INSTR. MATERIALS	46	63.0
PRINT/SIGN LANGUAGE MATERIALS	44	60.3
FILMSTRIPS, SLIDES	43	58.9
MAGAZINES, SPECIALIZED COMIC BOOKS	39	53.4
FILMS, FILMLOOPS	36	49.3
MULTIMEDIA KITS	36	49.3
MAPS, CHARTS, PICTURES, FLASHCARDS	34	46.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	33	45.2
MODELS	27	37.0
MANIPULATIVE OBJECTS AND TOOLS	26	35.6
COMPUTER-ASSISTED INSTR. MATERIALS	21	28.8
VIDEOTAPES, CLOSED-CIRCUIT TV	20	27.4
SOUND FILMSTRIPS, SOUND SLIDES	18	24.7
AUDIO FLASH CARDS	8	11.0
CASSETTE AND REEL-TO-REEL TAPES	7	9.6
RECORDS	6	8.2

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONSUMER EDUCATION/FINANCIAL MANAGEMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	73	3.8
TOTAL RESPONSES TO THIS PRIORITY AREA	73	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	22	30.1
AVAILABLE MATERIALS POOR IN QUALITY	13	17.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	11	15.1
AVAILABLE MATERIALS TOO COSTLY	10	13.7
INVALID OR NO RESPONSE	17	23.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	56	76.7
NOT ENOUGH REPETITION, REINFORCEMENT	33	45.2
INTEREST LEVEL INAPPROPRIATE	27	37.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	24	32.9
CONCEPT LEVEL INAPPROPRIATE	23	31.5
LANGUAGE LEVEL NOT UNIFORM	19	26.0
POOR SEQUENCING OF LEARNING COMPONENTS	13	17.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	12	16.4
NOT RELEVANT TO MY CURRICULUM	8	11.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	2	2.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	37	50.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	34	46.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	30	41.1
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	24	32.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	16	21.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	15	20.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	8	11.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	7	9.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	5	6.8
INADEQUATE TEACHER DIRECTIONS	3	4.1
REQUIRES TOO MUCH TEACHER TRAINING	2	2.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	22	30.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	9	12.3
POOR DURABILITY	5	6.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	2.7
DIFFICULT TO OPERATE AND/OR USE	1	1.4
DIFFICULT TO STORE/NOT PORTABLE	1	1.4
POOR AUDIO QUALITY	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	71	3.7
TOTAL RESPONSES TO THIS PRIORITY AREA	72	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	6	8.3
9 TO 11	17	23.6
12 TO 14	21	29.2
15 TO 17	15	20.8
18 AND OVER	1	1.4
11 AND YOUNGER	4	5.6
12 AND OLDER	7	9.7
INVALID OR NO RESPONSE	1	1.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	1	1.4
PRIMARY, GRADES K-3	31	43.1
INTERMEDIATE, GRADES 4-6	16	22.2
JUNIOR HIGH, GRADES 7-9	7	9.7
HIGH SCHOOL, GRADES 10-12	6	8.3
INTERMEDIATE AND BELOW	3	4.2
JUNIOR AND SENIOR HIGH	7	9.7
INVALID OR NO RESPONSE	1	1.4

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	42	58.3
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	25	34.7
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	2	2.8
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	2	2.8
INVALID OR NO RESPONSE	1	1.4

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	71	3.7
TOTAL RESPONSES TO THIS PRIORITY AREA	72	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	3	4.2
3 TO 5	18	25.0
6 TO 10	30	41.7
11 TO 15	8	11.1
16 OR MORE	11	15.3
INVALID OR NO RESPONSE	2	2.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 501 AND 791 MIDPOINT 646

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	49	68.1
WORKBOOKS, WORKTEXTS	47	65.3
MAPS, CHARTS, PICTURES, FLASHCARDS	36	50.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	29	40.3
MAGAZINES, SPECIALIZED COMIC BOOKS	27	37.5
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	27	37.5
FILMSTRIPS, SLIDES	25	34.7
PROGRAMMED, SELF-INSTR. MATERIALS	23	31.9
FILMS, FILMLOOPS	17	23.6
PRINT/SIGN LANGUAGE MATERIALS	15	20.8
MANIPULATIVE OBJECTS AND TOOLS	13	18.1
MULTIMEDIA KITS	9	12.5
CASSETTE AND REEL-TO-REEL TAPES	7	9.7
VIDEOTAPES, CLOSED-CIRCUIT TV	7	9.7
SOUND FILMSTRIPS, SOUND SLIDES	6	8.3
COMPUTER-ASSISTED INSTR. MATERIALS	6	8.3
MODELS	5	6.9
AUDIO FLASH CARDS	4	5.6
RECORDS	2	2.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	50	69.4
MAGAZINES, SPECIALIZED COMIC BOOKS	43	59.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	42	58.3
PROGRAMMED, SELF-INSTR. MATERIALS	38	52.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	32	44.4
PRINT/SIGN LANGUAGE MATERIALS	27	37.5
FILMSTRIPS, SLIDES	27	37.5
MULTIMEDIA KITS	27	37.5
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	25	34.7
FILMS, FILMLOOPS	23	31.9
MAPS, CHARTS, PICTURES, FLASHCARDS	23	31.9
VIDEOTAPES, CLOSED-CIRCUIT TV	21	29.2
COMPUTER-ASSISTED INSTR. MATERIALS	21	29.2
MANIPULATIVE OBJECTS AND TOOLS	16	22.2
MODELS	14	19.4
AUDIO FLASH CARDS	12	16.7
SOUND FILMSTRIPS, SOUND SLIDES	11	15.3
RECORDS	7	9.7
CASSETTE AND REEL-TO-REEL TAPES	7	9.7

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	71	3.7
TOTAL RESPONSES TO THIS PRIORITY AREA	72	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	28	38.9
AVAILABL[illegible]ERIALS TOO COSTLY	13	18.1
AVAILAB[illegible]RIALS POOR IN QUALITY	12	16.7
DON'T K[illegible]NY MATERIALS AVAILABLE	3	4.2
INVALID [illegible]ESPONSE	16	22.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	49	68.1
NOT ENOUGH REPETITION, REINFORCEMENT	45	62.5
INTEREST LEVEL INAPPROPRIATE	33	45.8
LANGUAGE LEVEL NOT UNIFORM	28	38.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	26	36.1
CONCEPT LEVEL INAPPROPRIATE	23	31.9
POOR SEQUENCING OF LEARNING COMPONENTS	19	26.4
NOT RELEVANT TO MY CURRICULUM	14	19.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	13	18.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	8.3
USE		
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	31	43.1
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	30	41.7
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	30	41.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	25	34.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	24	33.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	20	27.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	15	20.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	13	18.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	9	12.5
INADEQUATE TEACHER DIRECTIONS	5	6.9
REQUIRES TOO MUCH TEACHER TRAINING	4	5.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	30	41.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	9	12.5
POOR DURABILITY	7	9.7
DIFFICULT TO STORE/NOT PORTABLE	4	5.6
POOR AUDIO QUALITY	3	4.2
DIFFICULT TO OPERATE AND/OR USE	3	4.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	2.8
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COMPUTATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	69	3.6
TOTAL RESPONSES TO THIS PRIORITY AREA	70	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	10	14.3
9 TO 11	16	22.9
12 TO 14	27	38.6
15 TO 17	9	12.9
18 AND OVER	2	2.9
11 AND YOUNGER	3	4.3
12 AND OLDER	3	4.3
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	33	47.1
INTERMEDIATE, GRADES 4-6	16	22.9
JUNIOR HIGH, GRADES 7-9	6	8.6
HIGH SCHOOL, GRADES 10-12	4	5.7
INTERMEDIATE AND BELOW	5	7.1
JUNIOR AND SENIOR HIGH	5	7.1
INVALID OR NO RESPONSE	1	1.4

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	36	51.4
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL-SYSTEM	30	42.9
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	4	5.7
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	0	0.0
INVALID OR NO RESPONSE	0	0.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COMPUTATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	69	3.6
TOTAL RESPONSES TO THIS PRIORITY AREA	70	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	4	5.7
3 TO 5	9	12.9
6 TO 10	35	50.0
11 TO 15	6	8.6
16 OR MORE	15	21.4
INVALID OR NO RESPONSE	1	1.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 547 AND 868 MIDPOINT 708

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	53	75.7
WORKBOOKS, WORKTEXTS	53	75.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	50	71.4
MAPS, CHARTS, PICTURES, FLASHCARDS	46	65.7
MANIPULATIVE OBJECTS AND TOOLS	39	55.7
FILMSTRIPS, SLIDES	20	28.6
MODELS	20	28.6
PROGRAMMED, SELF-INSTR. MATERIALS	17	24.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	15	21.4
FILMS, FILMLOOPS	13	18.6
AUDIO FLASH CARDS	12	17.1
COMPUTER-ASSISTED INSTR. MATERIALS	11	15.7
PRINT/SIGN LANGUAGE MATERIALS	9	12.9
MULTIMEDIA KITS	8	11.4
RECORDS	7	10.0
MAGAZINES, SPECIALIZED COMIC BOOKS	6	8.6
SOUND FILMSTRIPS, SOUND SLIDES	6	8.6
CASSETTE AND REEL-TO-REEL TAPES	5	7.1
VIDEOTAPES, CLOSED-CIRCUIT TV	5	7.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	41	58.6
PROGRAMMED, SELF-INSTR. MATERIALS	39	55.7
WORKBOOKS, WORKTEXTS	35	50.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	31	44.3
MANIPULATIVE OBJECTS AND TOOLS	31	44.3
MULTIMEDIA KITS	30	42.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	29	41.4
MAPS, CHARTS, PICTURES, FLASHCARDS	28	40.0
MODELS	25	35.7
PRINT/SIGN LANGUAGE MATERIALS	24	34.3
FILMS, FILMLOOPS	23	32.9
MAGAZINES, SPECIALIZED COMIC BOOKS	22	31.4
FILMSTRIPS, SLIDES	22	31.4
COMPUTER-ASSISTED INSTR. MATERIALS	22	31.4
AUDIO FLASH CARDS	18	25.7
VIDEOTAPES, CLOSED-CIRCUIT TV	17	24.3
SOUND FILMSTRIPS, SOUND SLIDES	12	17.1
RECORDS	11	15.7
CASSETTE AND REEL-TO-REEL TAPES	9	12.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COMPUTATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	69	3.6
TOTAL RESPONSES TO THIS PRIORITY AREA	70	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	28	40.0
AVAILABLE MATERIALS TOO COSTLY	17	24.3
AVAILABLE MATERIALS POOR IN QUALITY	7	10.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	4	5.7
INVALID OR NO RESPONSE	14	20.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	43	61.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	31	44.3
INTEREST LEVEL INAPPROPRIATE	14	20.0
LANGUAGE LEVEL NOT UNIFORM	14	20.0
CONCEPT LEVEL INAPPROPRIATE	13	18.6
POOR SEQUENCING OF LEARNING COMPONENTS	13	18.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	9	12.9
NOT RELEVANT TO MY CURRICULUM	7	10.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	10.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	4	5.7
USE		
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	30	42.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	27	38.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	20	28.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	19	27.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	17	24.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	16	22.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	13	18.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	12	17.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	6	8.6
INADEQUATE TEACHER DIRECTIONS	5	7.1
REQUIRES TOO MUCH TEACHER TRAINING	2	2.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	20	28.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	11	15.7
POOR DURABILITY	11	15.7
DIFFICULT TO STORE/NOT PORTABLE	5	7.1
POOR AUDIO QUALITY	4	5.7
DIFFICULT TO OPERATE AND/OR USE	2	2.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	1	1.4
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION E. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM CLUSTERS (FROM SUBSECTION B)

AS EXPLAINED IN SUBSECTION B, EACH CURRICULUM AREA IS ONE OF A SET OF RELATED AREAS CALLED A CURRICULUM CLUSTER. A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS.

IN SUBSECTION E, THE HIGHEST PRIORITY CURRICULUM CLUSTERS ARE ANALYZED IN THE SAME MANNER AS ARE THE HIGHEST PRIORITY CURRICULUM AREAS IN SUBSECTION D. EACH FOUR-PAGE CLUSTER ANALYSIS BEGINS WITH A LIST ON PAGE 1 OF THE CURRICULUM AREAS WITHIN THE CLUSTER, PRESENTED IN DECREASING FREQUENCY ORDER, AND CONTINUES ON PAGES 2-4 WITH A PARALLEL TO THE THREE-PAGE ANALYSIS FOR A CURRICULUM AREA. FOR A GIVEN CLUSTER, RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS WITHIN THAT CLUSTER.

THE CURRICULUM CLUSTER IS IDENTIFIED JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AS EITHER FIRST, SECOND, OR THIRD PRIORITY.

BELOW THE NUMBER OF RESPONDENTS FOR THE CURRICULUM CLUSTER APPEARS THE TOTAL NUMBER OF RESPONSES TO THAT CLUSTER. THIS FREQUENCY IS OBTAINED AS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA WITHIN THE CLUSTER.* AS WITH THE CURRICULUM AREA ANALYSES, IT IS THE TOTAL RESPONSE FREQUENCY, NOT RESPONDENT FREQUENCY, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE LISTING OF CURRICULUM AREAS WITHIN THE CLUSTER, THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS, AND THE PRIORITY-RELATED QUESTIONS.

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*RECALL THAT EACH CURRICULUM AREA MAY HAVE BEEN CHOSEN MORE THAN ONCE BY A GIVEN RESPONDENT. IN ADDITION, A GIVEN RESPONDENT MAY HAVE CHOSEN MORE THAN ONE CURRICULUM AREA WITHIN A CLUSTER. IN BOTH OF THE ABOVE INSTANCES, THE RESPONDENT WOULD COUNT ONLY ONCE IN THE CLUSTER RESPONDENT FREQUENCY DETERMINATION, BUT HIS RESPONSES WOULD COUNT AS OFTEN AS THEY OCCURRED IN THE CLUSTER RESPONSE FREQUENCY DETERMINATION. THUS, THE TOTAL NUMBER OF RESPONSES TO A CLUSTER AREA WILL, IN GENERAL, BE GREATER THAN THE TOTAL NUMBER OF RESPONDENTS CHOOSING THAT CLUSTER AREA.

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	922	47.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1134	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
READING COMPREHENSION	604	53.3
READING VOCABULARY DEVELOPMENT	295	26.0
REMEDIAL READING	72	6.3
WORD ATTACK SKILLS	62	5.5
VISUAL PERCEPTION FOR READING (FIGURE/GROUND, MEMORY, SEQUENCING)	52	4.6
READING APPRECIATION/RECREATIONAL READING	26	2.3
AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)	23	2.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	922	47.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1134	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	13	1.1
5 TO 8	212	18.7
9 TO 11	327	28.8
12 TO 14	281	24.8
15 TO 17	133	11.7
18 AND OVER	15	1.3
11 AND YOUNGER	51	4.5
12 AND OLDER	89	7.8
INVALID OR NO RESPONSE	13	1.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	2	0.2
PRE-SCHOOL, AGES 3-4	37	3.3
PRIMARY, GRADES K-3	593	52.3
INTERMEDIATE, GRADES 4-6	244	21.5
JUNIOR HIGH, GRADES 7-9	77	6.8
HIGH SCHOOL, GRADES 10-12	68	6.0
INTERMEDIATE AND BELOW	58	5.1
JUNIOR AND SENIOR HIGH	40	3.5
INVALID OR NO RESPONSE	15	1.3

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	560	49.4
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	495	43.7
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	54	4.8
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	12	1.1
INVALID OR NO RESPONSE	13	1.1

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	922	47.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1134	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	56	4.9
3 TO 5	250	22.0
6 TO 10	469	41.4
11 TO 15	126	11.1
16 OR MORE	190	16.8
INVALID OR NO RESPONSE	43	3.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 8046 AND 12692 MIDPOINT 10369

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	904	79.7
WORKBOOKS, WORKTEXTS	817	72.0
MAPS, CHARTS, PICTURES, FLASHCARDS	692	61.0
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	598	52.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	497	43.8
FILMSTRIPS, SLIDES	484	42.7
PROGRAMMED, SELF-INSTR. MATERIALS	367	32.4
PRINT/SIGN LANGUAGE MATERIALS	348	30.7
MANIPULATIVE OBJECTS AND TOOLS	342	30.2
FILMS, FILMLOOPS	341	30.1
MAGAZINES, SPECIALIZED COMIC BOOKS	339	29.9
MODELS	174	15.3
MULTIMEDIA KITS	157	13.8
VIDEOTAPES, CLOSED-CIRCUIT TV	139	12.3
SOUND FILMSTRIPS, SOUND SLIDES	135	11.9
CASSETTE AND REEL-TO-REEL TAPES	110	9.7
AUDIO FLASH CARDS	107	9.4
COMPUTER-ASSISTED INSTR. MATERIALS	90	7.9
RECORDS	80	7.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	784	69.1
PROGRAMMED, SELF-INSTR. MATERIALS	700	61.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	675	59.5
MAGAZINES, SPECIALIZED COMIC BOOKS	594	52.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	572	50.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	553	48.8
FILMSTRIPS, SLIDES	539	47.5
PRINT/SIGN LANGUAGE MATERIALS	535	47.2
MULTIMEDIA KITS	506	44.6
MAPS, CHARTS, PICTURES, FLASHCARDS	494	43.6
FILMS, FILMLOOPS	468	41.3
MANIPULATIVE OBJECTS AND TOOLS	369	32.5
COMPUTER-ASSISTED INSTR. MATERIALS	354	31.2
VIDEOTAPES, CLOSED-CIRCUIT TV	336	29.6
MODELS	265	23.4
AUDIO FLASH CARDS	254	22.4
SOUND FILMSTRIPS, SOUND SLIDES	232	20.5
CASSETTE AND REEL-TO-REEL TAPES	176	15.5
RECORDS	145	12.8

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS CF MECIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	922	47.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1134	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	525	46.3
AVAILABLE MATERIALS POOR IN QUALITY	182	16.0
AVAILABLE MATERIALS TOO COSTLY	141	12.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	73	6.4
INVALID OR NO RESPONSE	213	18.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	711	62.7
NOT ENOUGH REPETITION, REINFORCEMENT	685	60.4
INTEREST LEVEL INAPPROPRIATE	527	46.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	389	34.3
LANGUAGE LEVEL NOT UNIFORM	378	33.3
CONCEPT LEVEL INAPPROPRIATE	368	32.5
POOR SEQUENCING OF LEARNING COMPONENTS	241	21.3
NOT RELEVANT TO MY CURRICULUM	223	19.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	180	15.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	52	4.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	530	46.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	506	44.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	354	31.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	345	30.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	333	29.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	294	25.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	262	23.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	151	13.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	144	12.7
INADEQUATE TEACHER DIRECTIONS	63	5.6
REQUIRES TOO MUCH TEACHER TRAINING	60	5.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	375	33.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	154	13.6
POOR DURABILITY	115	10.1
DIFFICULT TO OPERATE AND/OR USE	46	4.1
DIFFICULT TO STORE/NOT PORTABLE	45	4.0
POOR AUDIO QUALITY	38	3.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	12	1.1
INADEQUATE HEALTH AND SAFETY FEATURES	10	0.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	580	30.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	672	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	223	33.2
SELF-ACCEPTANCE	169	25.1
INTERPERSONAL RELATIONS	97	14.4
SELF-EXPRESSION	82	12.2
HUMAN SEXUALITY (SEX EDUCATION)	54	8.0
SELF-IDENTIFICATION	47	7.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	580	30.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	672	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	29	4.3
5 TO 8	107	15.9
9 TO 11	144	21.4
12 TO 14	178	26.5
15 TO 17	93	13.8
18 AND OVER	21	3.1
11 AND YOUNGER	27	4.0
12 AND OLDER	66	9.8
INVALID OR NO RESPONSE	7	1.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	9	1.3
PRE-SCHOOL, AGES 3-4	53	7.9
PRIMARY, GRADES K-3	296	44.0
INTERMEDIATE, GRADES 4-6	124	18.5
JUNIOR HIGH, GRADES 7-9	74	11.0
HIGH SCHOOL, GRADES 10-12	45	6.7
INTERMEDIATE AND BELOW	34	5.1
JUNIOR AND SENIOR HIGH	33	4.9
INVALID OR NO RESPONSE	4	0.6

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	339	50.4
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	275	40.9
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	37	5.5
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	14	2.1
INVALID OR NO RESPONSE	7	1.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	580	30.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	672	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	44	6.5
3 TO 5	154	22.9
6 TO 10	224	33.3
11 TO 15	66	9.8
16 OR MORE	155	23.1
INVALID OR NO RESPONSE	29	4.3

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 5056 AND 7963 MIDPOINT 6510

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	279	41.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	277	41.2
FILMSTRIPS, SLIDES	246	36.6
FILMS, FILMLOOPS	244	36.3
MAPS, CHARTS, PICTURES, FLASHCARDS	236	35.1
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	208	31.0
PRINT/SIGN LANGUAGE MATERIALS	142	21.1
MAGAZINES, SPECIALIZED COMIC BOOKS	135	20.1
MANIPULATIVE OBJECTS AND TOOLS	133	19.8
WORKBOOKS, WORKTEXTS	131	19.5
SOUND FILMSTRIPS, SOUND SLIDES	105	15.6
MODELS	99	14.7
VIDEOTAPES, CLOSED-CIRCUIT TV	78	11.6
PROGRAMMED, SELF-INSTR. MATERIALS	70	10.4
MULTIMEDIA KITS	68	10.1
RECORDS	39	5.8
CASSETTE AND REEL-TO-REEL TAPES	39	5.8
AUDIO FLASH CARDS	28	4.2
COMPUTER-ASSISTED INSTR. MATERIALS	22	3.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	418	62.2
WORKBOOKS, WORKTEXTS	395	58.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	362	53.9
MAGAZINES, SPECIALIZED COMIC BOOKS	361	53.7
FILMSTRIPS, SLIDES	360	53.6
FILMS, FILMLOOPS	354	52.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	330	49.1
PRINT/SIGN LANGUAGE MATERIALS	326	48.5
PROGRAMMED, SELF-INSTR. MATERIALS	313	46.6
MULTIMEDIA KITS	307	45.7
VIDEOTAPES, CLOSED-CIRCUIT TV	269	40.0
MAPS, CHARTS, PICTURES, FLASHCARDS	258	38.4
MANIPULATIVE OBJECTS AND TOOLS	216	32.1
MODELS	190	28.3
SOUND FILMSTRIPS, SOUND SLIDES	173	25.7
COMPUTER-ASSISTED INSTR. MATERIALS	163	24.3
AUDIO FLASH CARDS	129	19.2
RECORDS	109	16.2
CASSETTE AND REEL-TO-REEL TAPES	108	16.1

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	580	30.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	672	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	243	36.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	164	24.4
AVAILABLE MATERIALS POOR IN QUALITY	106	15.8
AVAILABLE MATERIALS TOO COSTLY	47	7.0
INVALID OR NO RESPONSE	112	16.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	325	48.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	228	33.9
INTEREST LEVEL INAPPROPRIATE	227	33.8
NOT ENOUGH REPETITION, REINFORCEMENT	219	32.6
CONCEPT LEVEL INAPPROPRIATE	197	29.3
LANGUAGE LEVEL NOT UNIFORM	121	18.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	100	14.9
NOT RELEVANT TO MY CURRICULUM	98	14.6
POOR SEQUENCING OF LEARNING COMPONENTS	76	11.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	29	4.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	227	33.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	185	27.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	185	27.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	178	26.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	141	21.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	115	17.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	106	15.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	86	12.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	56	8.3
REQUIRES TOO MUCH TEACHER TRAINING	41	6.1
INADEQUATE TEACHER DIRECTIONS	33	4.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	151	22.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	71	10.6
POOR DURABILITY	53	7.9
POOR AUDIO QUALITY	26	3.9
DIFFICULT TO STORE/NOT PORTABLE	23	3.4
DIFFICULT TO OPERATE AND/OR USE	18	2.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	0.9
INADEQUATE HEALTH AND SAFETY FEATURES	3	0.4

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	550	28.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	636	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER	FREQ.	PCT
REASONING/DECISION MAKING SKILLS	236	37.1
CONCEPT DEVELOPMENT/GENERALIZATION	221	34.7
ATTENDING/RESPONDING	100	15.7
REMEMBERING	49	7.7
COGNITIVE SEQUENCING	16	2.5
CLASSIFICATION	8	1.3
ASSOCIATION	6	0.9

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	550	28.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	636	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	64	10.1
5 TO 8	144	22.6
9 TO 11	139	21.9
12 TO 14	132	20.8
15 TO 17	56	8.8
18 AND OVER	17	2.7
11 AND YOUNGER	26	4.1
12 AND OLDER	48	7.5
INVALID OR NO RESPONSE	10	1.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	21	3.3
PRE-SCHOOL, AGES 3-4	110	17.3
PRIMARY, GRADES K-3	289	45.4
INTERMEDIATE, GRADES 4-6	103	16.2
JUNIOR HIGH, GRADES 7-9	37	5.8
HIGH SCHOOL, GRADES 10-12	26	4.1
INTERMEDIATE AND BELOW	30	4.7
JUNIOR AND SENIOR HIGH	11	1.7
INVALID OR NO RESPONSE	9	1.4

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	343	53.9
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	205	32.2
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	55	8.6
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	22	3.5
INVALID OR NO RESPONSE	11	1.7

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	550	28.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	636	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	35	5.5
3 TO 5	176	27.7
6 TO 10	240	37.7
11 TO 15	66	10.4
16 OR MORE	99	15.6
INVALID OR NO RESPONSE	20	3.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 4313 AND 6815 MIDPOINT 5564

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	375	59.0
MAPS, CHARTS, PICTURES, FLASHCARDS	344	54.1
MANIPULATIVE OBJECTS AND TOOLS	306	48.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	305	48.0
WORKBOOKS, WORKTEXTS	278	43.7
FILMSTRIPS, SLIDES	253	39.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	223	35.1
FILMS, FILMLOOPS	192	30.2
PRINT/SIGN LANGUAGE MATERIALS	166	26.1
MODELS	125	19.7
PROGRAMMED, SELF-INSTR. MATERIALS	125	19.7
MAGAZINES, SPECIALIZED COMIC BOOKS	116	18.2
SOUND FILMSTRIPS, SOUND SLIDES	97	15.3
RECORDS	84	13.2
AUDIO FLASH CARDS	73	11.5
VIDEOTAPES, CLOSED-CIRCUIT TV	70	11.0
CASSETTE AND REEL-TO-REEL TAPES	59	9.3
MULTIMEDIA KITS	58	9.1
COMPUTER-ASSISTED INSTR. MATERIALS	32	5.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	386	60.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	374	58.8
PROGRAMMED, SELF-INSTR. MATERIALS	343	53.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	327	51.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	323	50.8
FILMSTRIPS, SLIDES	321	50.5
MANIPULATIVE OBJECTS AND TOOLS	311	48.9
MAPS, CHARTS, PICTURES, FLASHCARDS	297	46.7
PRINT/SIGN LANGUAGE MATERIALS	286	45.0
FILMS, FILMLOOPS	281	44.2
MULTIMEDIA KITS	280	44.0
MAGAZINES, SPECIALIZED COMIC BOOKS	265	41.7
VIDEOTAPES, CLOSED-CIRCUIT TV	205	32.2
MODELS	167	26.3
SOUND FILMSTRIPS, SOUND SLIDES	149	23.4
COMPUTER-ASSISTED INSTR. MATERIALS	148	23.3
AUDIO FLASH CARDS	122	19.2
RECORDS	102	16.0
CASSETTE AND REEL-TO-REEL TAPES	95	14.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	550	28.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	636	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	296	46.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	116	18.2
AVAILABLE MATERIALS POOR IN QUALITY	72	11.3
AVAILABLE MATERIALS TOO COSTLY	59	9.3
INVALID OR NO RESPONSE	93	14.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	331	52.0
NOT ENOUGH REPETITION, REINFORCEMENT	302	47.5
INTEREST LEVEL INAPPROPRIATE	218	34.3
CONCEPT LEVEL INAPPROPRIATE	208	32.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	175	27.5
POOR SEQUENCING OF LEARNING COMPONENTS	146	23.0
LANGUAGE LEVEL NOT UNIFORM	127	20.0
NOT RELEVANT TO MY CURRICULUM	118	18.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	80	12.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	33	5.2
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	241	37.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	195	30.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	178	28.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	171	26.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	169	26.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	137	21.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	129	20.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	93	14.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	80	12.6
REQUIRES TOO MUCH TEACHER TRAINING	30	4.7
INADEQUATE TEACHER DIRECTIONS	27	4.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	159	25.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	75	11.8
POOR DURABILITY	70	11.0
DIFFICULT TO STORE/NOT PORTABLE	26	4.1
POOR AUDIO QUALITY	21	3.3
DIFFICULT TO OPERATE AND/OR USE	19	3.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	13	2.0
INADEQUATE HEALTH AND SAFETY FEATURES	5	0.8

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: EXPRESSIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	451	23.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	497	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
PRODUCTION OF PHRASES, SENTENCES	249	50.1
CONNECTED SPEECH/FLUENCY	123	24.7
PRODUCTION OF WORDS	44	8.9
VOICE PRODUCTION	37	7.4
PRODUCTION OF ISOLATED SPEECH SOUNDS	27	5.4
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	17	3.4

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DEAF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: EXPRESSIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	451	23.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	497	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	65	13.1
5 TO 8	159	32.0
9 TO 11	127	25.6
12 TO 14	74	14.9
15 TO 17	21	4.2
18 AND OVER	3	0.6
11 AND YOUNGER	30	6.0
12 AND OLDER	17	3.4
INVALID OR NO RESPONSE	1	0.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	21	4.2
PRE-SCHOOL, AGES 3-4	77	15.5
PRIMARY, GRADES K-3	276	55.5
INTERMEDIATE, GRADES 4-6	66	13.3
JUNIOR HIGH, GRADES 7-9	14	2.8
HIGH SCHOOL, GRADES 10-12	7	1.4
INTERMEDIATE AND BELOW	28	5.6
JUNIOR AND SENIOR HIGH	6	1.2
INVALID OR NO RESPONSE	2	0.4

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	280	56.3
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	160	32.2
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	35	7.0
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	18	3.6
INVALID OR NO RESPONSE	4	0.8

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: EXPRESSIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	451	23.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	497	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	54	10.9
3 TO 5	135	27.2
6 TO 10	191	38.4
11 TO 15	35	7.0
16 OR MORE	67	13.5
INVALID OR NO RESPONSE	15	3.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3062 AND 4893 MIDPOINT 3978

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	326	65.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	274	55.1
MAPS, CHARTS, PICTURES, FLASHCARDS	270	54.3
MANIPULATIVE OBJECTS AND TOOLS	242	48.7
WORKBOOKS, WORKTEXTS	202	40.6
PRINT/SIGN LANGUAGE MATERIALS	146	29.4
FILMSTRIPS, SLIDES	145	29.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	136	27.4
MODELS	113	22.7
FILMS, FILMLOOPS	97	19.5
PROGRAMMED, SELF-INSTR. MATERIALS	94	18.9
CASSETTE AND REEL-TO-REEL TAPES	93	18.7
MAGAZINES, SPECIALIZED COMIC BOOKS	80	16.1
AUDIO FLASH CARDS	79	15.9
RECORDS	78	15.7
MULTIMEDIA KITS	68	13.7
SOUND FILMSTRIPS, SOUND SLIDES	48	9.7
VIDEOTAPES, CLOSED-CIRCUIT TV	47	9.5
COMPUTER-ASSISTED INSTR. MATERIALS	23	4.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	245	49.3
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	221	44.5
PROGRAMMED, SELF-INSTR. MATERIALS	207	41.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	204	41.0
MULTIMEDIA KITS	189	38.0
FILMSTRIPS, SLIDES	177	35.6
MANIPULATIVE OBJECTS AND TOOLS	176	35.4
MAPS, CHARTS, PICTURES, FLASHCARDS	170	34.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	168	33.8
PRINT/SIGN LANGUAGE MATERIALS	158	31.8
FILMS, FILMLOOPS	155	31.2
MAGAZINES, SPECIALIZED COMIC BOOKS	148	29.8
VIDEOTAPES, CLOSED-CIRCUIT TV	141	28.4
AUDIO FLASH CARDS	132	26.6
SOUND FILMSTRIPS, SOUND SLIDES	124	24.9
MODELS	124	24.9
COMPUTER-ASSISTED INSTR. MATERIALS	115	23.1
RECORDS	103	20.7
CASSETTE AND REEL-TO-REEL TAPES	95	19.1

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: EXPRESSIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	451	23.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	497	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	214	43.1
AVAILABLE MATERIALS POOR IN QUALITY	70	14.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	69	13.9
AVAILABLE MATERIALS TOO COSTLY	60	12.1
INVALID OR NO RESPONSE	84	16.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	214	43.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	213	42.9
INTEREST LEVEL INAPPROPRIATE	150	30.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	118	23.7
CONCEPT LEVEL INAPPROPRIATE	105	21.1
LANGUAGE LEVEL NOT UNIFORM	104	20.9
NOT RELEVANT TO MY CURRICULUM	100	20.1
POOR SEQUENCING OF LEARNING COMPONENTS	86	17.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	65	13.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	28	5.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	177	35.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	148	29.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	135	27.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	125	25.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	118	23.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	112	22.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	97	19.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	66	13.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	49	9.9
REQUIRES TOO MUCH TEACHER TRAINING	33	6.6
INADEQUATE TEACHER DIRECTIONS	30	6.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	124	24.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	70	14.1
POOR DURABILITY	61	12.3
POOR AUDIO QUALITY	40	8.0
DIFFICULT TO STORE/NOT PORTABLE	23	4.6
DIFFICULT TO OPERATE AND/OR USE	16	3.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	8	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: RECEPTIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	421	21.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	469	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
UNDERSTANDING PHRASES AND SENTENCES	155	33.0
UNDERSTANDING CONNECTED SPEECH	86	18.3
LISTENING SKILLS	78	16.6
AUDITORY COMPREHENSION	58	12.4
DISCRIMINATION OF SOUNDS	33	7.0
AWARENESS OF SOUNDS	28	6.0
AUDITORY SEQUENTIAL MEMORY	16	3.4
ATTENDING TO SOUNDS	15	3.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: RECEPTIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	421	21.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	469	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	91	19.4
5 TO 8	148	31.6
9 TO 11	97	20.7
12 TO 14	60	12.8
15 TO 17	14	3.0
18 AND OVER	3	0.6
11 AND YOUNGER	36	7.7
12 AND OLDER	18	3.8
INVALID OR NO RESPONSE	2	0.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	38	8.1
PRE-SCHOOL, AGES 3-4	95	20.3
PRIMARY, GRADES K-3	226	48.2
INTERMEDIATE, GRADES 4-6	62	13.2
JUNIOR HIGH, GRADES 7-9	9	1.9
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	27	5.8
JUNIOR AND SENIOR HIGH	10	2.1
INVALID OR NO RESPONSE	2	0.4

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	263	56.1
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	145	30.9
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	45	9.6
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	12	2.6
INVALID OR NO RESPONSE	4	0.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: RECEPTIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	421	21.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	469	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	43	9.2
3 TO 5	151	32.2
6 TO 10	172	36.7
11 TO 15	41	8.7
16 OR MORE	48	10.2
INVALID OR NO RESPONSE	14	3.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2747 AND 4376 MIDPOINT 3562

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	318	67.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	254	54.2
MAPS, CHARTS, PICTURES, FLASHCARDS	229	48.8
MANIPULATIVE OBJECTS AND TOOLS	229	48.8
WORKBOOKS, WORKTEXTS	192	40.9
CASSETTE AND REEL-TO-REEL TAPES	153	32.6
RECORDS	146	31.1
FILMSTRIPS, SLIDES	144	30.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	141	30.1
PRINT/SIGN LANGUAGE MATERIALS	127	27.1
FILMS, FILMLOOPS	112	23.9
MODELS	90	19.2
PROGRAMMED, SELF-INSTR. MATERIALS	90	19.2
AUDIO FLASH CARDS	88	18.8
MAGAZINES, SPECIALIZED COMIC BOOKS	85	18.1
SOUND FILMSTRIPS, SOUND SLIDES	77	16.4
MULTIMEDIA KITS	59	12.6
VIDEOTAPES, CLOSED-CIRCUIT TV	54	11.5
COMPUTER-ASSISTED INSTR. MATERIALS	10	2.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	237	50.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	222	47.3
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	213	45.4
PROGRAMMED, SELF-INSTR. MATERIALS	205	43.7
MULTIMEDIA KITS	177	37.7
FILMSTRIPS, SLIDES	176	37.5
MANIPULATIVE OBJECTS AND TOOLS	160	34.1
SOUND FILMSTRIPS, SOUND SLIDES	159	33.9
FILMS, FILMLOOPS	155	33.0
AUDIO FLASH CARDS	154	32.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	148	31.6
MAPS, CHARTS, PICTURES, FLASHCARDS	148	31.6
CASSETTE AND REEL-TO-REEL TAPES	144	30.7
RECORDS	143	30.5
PRINT/SIGN LANGUAGE MATERIALS	141	30.1
MAGAZINES, SPECIALIZED COMIC BOOKS	138	29.4
VIDEOTAPES, CLOSED-CIRCUIT TV	126	26.9
COMPUTER-ASSISTED INSTR. MATERIALS	115	24.5
MODELS	95	20.3

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: RECEPTIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	421	21.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	469	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	189	40.3
AVAILABLE MATERIALS TOO COSTLY	72	15.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	65	13.9
AVAILABLE MATERIALS POOR IN QUALITY	63	13.4
INVALID OR NO RESPONSE	80	17.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	205	43.7
NOT ENOUGH REPETITION, REINFORCEMENT	204	43.5
INTEREST LEVEL INAPPROPRIATE	143	30.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	118	25.2
CONCEPT LEVEL INAPPROPRIATE	107	22.8
LANGUAGE LEVEL NOT UNIFORM	103	22.0
NOT RELEVANT TO MY CURRICULUM	96	20.5
POOR SEQUENCING OF LEARNING COMPONENTS	80	17.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	59	12.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	20	4.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	169	36.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	132	28.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	129	27.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	122	26.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	117	24.9
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	114	24.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	112	23.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	66	14.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	51	10.9
REQUIRES TOO MUCH TEACHER TRAINING	24	5.1
INADEQUATE TEACHER DIRECTIONS	21	4.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	120	25.6
POOR AUDIO QUALITY	83	17.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	63	13.4
POOR DURABILITY	61	13.0
DIFFICULT TO STORE/NOT PORTABLE	32	6.8
DIFFICULT TO OPERATE AND/OR USE	11	2.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	0.4
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.4

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	367	19.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	417	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
GRAMMAR	174	41.7
COMPOSITION	113	27.1
CREATIVE WRITING	42	10.1
SPELLING	39	9.4
STUDY AND REFERENCE SKILLS	32	7.7
TYPING	10	2.4
HANDWRITING	7	1.7

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	367	19.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	417	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	35	8.4
9 TO 11	128	30.7
12 TO 14	117	28.1
15 TO 17	67	16.1
18 AND OVER	15	3.6
11 AND YOUNGER	14	3.4
12 AND OLDER	40	9.6
INVALID OR NO RESPONSE	1	0.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	4	1.0
PRIMARY, GRADES K-3	170	40.8
INTERMEDIATE, GRADES 4-6	125	30.0
JUNIOR HIGH, GRADES 7-9	38	9.1
HIGH SCHOOL, GRADES 10-12	25	6.0
INTERMEDIATE AND BELOW	21	5.0
JUNIOR AND SENIOR HIGH	31	7.4
INVALID OR NO RESPONSE	3	0.7

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	207	49.6
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	167	40.0
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	29	7.0
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	9	2.2
INVALID OR NO RESPONSE	5	1.2

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	367	19.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	417	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	19	4.6
3 TO 5	86	20.6
6 TO 10	162	38.8
11 TO 15	44	10.6
16 OR MORE	89	21.3
INVALID OR NO RESPONSE	17	4.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3157 AND 4973 MIDPOINT 4065

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	264	63.3
WORKBOOKS, WORKTEXTS	251	60.2
MAPS, CHARTS, PICTURES, FLASHCARDS	210	50.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	158	37.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	125	30.0
FILMSTRIPS, SLIDES	117	28.1
PRINT/SIGN LANGUAGE MATERIALS	108	25.9
MAGAZINES, SPECIALIZED COMIC BOOKS	103	24.7
PROGRAMMED, SELF-INSTR. MATERIALS	102	24.5
FILMS, FILMLOOPS	92	22.1
MANIPULATIVE OBJECTS AND TOOLS	82	19.7
MODELS	52	12.5
VIDEOTAPES, CLOSED-CIRCUIT TV	46	11.0
COMPUTER-ASSISTED INSTR. MATERIALS	37	8.9
MULTIMEDIA KITS	36	8.6
SOUND FILMSTRIPS, SOUND SLIDES	33	7.9
CASSETTE AND REEL-TO-REEL TAPES	32	7.7
AUDIO FLASH CARDS	30	7.2
RECORDS	26	6.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	290	69.5
PROGRAMMED, SELF-INSTR. MATERIALS	258	61.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	237	56.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	205	49.2
MAGAZINES, SPECIALIZED COMIC BOOKS	203	48.7
FILMSTRIPS, SLIDES	186	44.6
MULTIMEDIA KITS	177	42.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	176	42.2
PRINT/SIGN LANGUAGE MATERIALS	173	41.5
MAPS, CHARTS, PICTURES, FLASHCARDS	170	40.8
FILMS, FILMLOOPS	159	38.1
COMPUTER-ASSISTED INSTR. MATERIALS	124	29.7
MANIPULATIVE OBJECTS AND TOOLS	106	25.4
VIDEOTAPES, CLOSED-CIRCUIT TV	104	24.9
AUDIO FLASH CARDS	87	20.9
MODELS	84	20.1
SOUND FILMSTRIPS, SOUND SLIDES	76	18.2
CASSETTE AND REEL-TO-REEL TAPES	59	14.1
RECORDS	51	12.2

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	367	19.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	417	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	184	44.1
AVAILABLE MATERIALS POOR IN QUALITY	72	17.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	42	10.1
AVAILABLE MATERIALS TOO COSTLY	34	8.2
INVALID OR NO RESPONSE	85	20.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	230	55.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	228	54.7
INTEREST LEVEL INAPPROPRIATE	165	39.6
CONCEPT LEVEL INAPPROPRIATE	112	26.9
POOR SEQUENCING OF LEARNING COMPONENTS	104	24.9
LANGUAGE LEVEL NOT UNIFORM	103	24.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	102	24.5
NOT RELEVANT TO MY CURRICULUM	85	20.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	46	11.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	23	5.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	173	41.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	159	38.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	138	33.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	117	28.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	111	26.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	109	26.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	81	19.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	44	10.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	41	9.8
REQUIRES TOO MUCH TEACHER TRAINING	32	7.7
INADEQUATE TEACHER DIRECTIONS	32	7.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	133	31.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	57	13.7
POOR DURABILITY	31	7.4
DIFFICULT TO OPERATE AND/OR USE	18	4.3
DIFFICULT TO STORE/NOT PORTABLE	13	3.1
POOR AUDIO QUALITY	11	2.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	8	1.9
INADEQUATE HEALTH AND SAFETY FEATURES	5	1.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	258	13.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	355	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
JOB PREPARATION/SKILLS DEVELOPMENT	136	38.3
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	76	21.4
EXPLORATION OF CAREERS	53	14.9
VOCATIONAL ADJUSTMENT	35	9.9
AWARENESS OF PEOPLE AND THEIR WORK	34	9.6
JOB SEEKING/INTERVIEW SKILLS	21	5.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	2[illegible]8	13.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	355	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	5	1.4
9 TO 11	19	5.4
12 TO 14	69	19.4
15 TO 17	155	43.7
18 AND OVER	50	14.1
11 AND YOUNGER	1	0.3
12 AND OLDER	56	15.8
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	4	1.1
PRIMARY, GRADES K-3	67	18.9
INTERMEDIATE, GRADES 4-6	64	18.0
JUNIOR HIGH, GRADES 7-9	40	11.3
HIGH SCHOOL, GRADES 10-12	97	27.3
INTERMEDIATE AND BELOW	26	7.3
JUNIOR AND SENIOR HIGH	57	16.1
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	184	51.8
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	150	42.3
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	15	4.2
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	4	1.1
INVALID OR NO RESPONSE	2	0.6

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	258	13.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	355	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	15	4.2
3 TO 5	63	17.7
6 TO 10	89	25.1
11 TO 15	37	10.4
16 OR MORE	126	35.5
INVALID OR NO RESPONSE	25	7.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3161 AND 4940 MIDPOINT 4051

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	181	51.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	157	44.2
WORKBOOKS, WORKTEXTS	129	36.3
FILMS, FILMLOOPS	120	33.8
FILMSTRIPS, SLIDES	119	33.5
MAPS, CHARTS, PICTURES, FLASHCARDS	103	29.0
MAGAZINES, SPECIALIZED COMIC BOOKS	96	27.0
MANIPULATIVE OBJECTS AND TOOLS	85	23.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	58	16.3
PRINT/SIGN LANGUAGE MATERIALS	54	15.2
MODELS	53	14.9
SOUND FILMSTRIPS, SOUND SLIDES	50	14.1
PROGRAMMED, SELF-INSTR. MATERIALS	46	13.0
VIDEOTAPES, CLOSED-CIRCUIT TV	43	12.1
MULTIMEDIA KITS	23	6.5
AUDIO FLASH CARDS	20	5.6
CASSETTE AND REEL-TO-REEL TAPES	15	4.2
COMPUTER-ASSISTED INSTR. MATERIALS	11	3.1
RECORDS	8	2.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	232	65.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	208	58.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	195	54.9
PRINT/SIGN LANGUAGE MATERIALS	186	52.4
FILMSTRIPS, SLIDES	178	50.1
PROGRAMMED, SELF-INSTR. MATERIALS	172	48.5
FILMS, FILMLOOPS	167	47.0
MAGAZINES, SPECIALIZED COMIC BOOKS	156	43.9
MULTIMEDIA KITS	144	40.6
MAPS, CHARTS, PICTURES, FLASHCARDS	143	40.3
MANIPULATIVE OBJECTS AND TOOLS	132	37.2
VIDEOTAPES, CLOSED-CIRCUIT TV	123	34.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	122	34.4
MODELS	104	29.3
COMPUTER-ASSISTED INSTR. MATERIALS	101	28.5
SOUND FILMSTRIPS, SOUND SLIDES	73	20.6
AUDIO FLASH CARDS	57	16.1
RECORDS	46	13.0
CASSETTE AND REEL-TO-REEL TAPES	39	11.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	258	13.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	355	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	129	36.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	69	19.4
AVAILABLE MATERIALS POOR IN QUALITY	39	11.0
AVAILABLE MATERIALS TOO COSTLY	32	9.0
INVALID OR NO RESPONSE	86	24.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	195	54.9
NOT ENOUGH REPETITION, REINFORCEMENT	118	33.2
INTEREST LEVEL INAPPROPRIATE	100	28.2
CONCEPT LEVEL INAPPROPRIATE	96	27.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	85	23.9
NOT RELEVANT TO MY CURRICULUM	75	21.1
LANGUAGE LEVEL NOT UNIFORM	70	19.7
POOR SEQUENCING OF LEARNING COMPONENTS	48	13.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	40	11.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	24	6.8
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	125	35.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	99	27.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	99	27.9
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	92	25.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	65	18.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	64	18.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	43	12.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	34	9.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	30	8.5
REQUIRES TOO MUCH TEACHER TRAINING	27	7.6
INADEQUATE TEACHER DIRECTIONS	20	5.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	93	26.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	55	15.5
POOR DURABILITY	29	8.2
DIFFICULT TO OPERATE AND/OR USE	14	3.9
DIFFICULT TO STORE/NOT PORTABLE	12	3.4
INADEQUATE HEALTH AND SAFETY FEATURES	12	3.4
POOR AUDIO QUALITY	4	1.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	4	1.1

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	240	12.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	328	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
PROBLEM SOLVING/MATHEMATICS APPLICATION	91	27.7
COMPUTATION	70	21.3
CONSUMER MATHEMATICS	41	12.5
MEASUREMENT, TIME, MONEY	34	10.4
DECIMALS, PERCENTAGE, RATIO, FRACTIONS	30	9.1
MATHEMATICS READINESS (E.G., VOCABULARY, RELATIONSHIPS)	22	6.7
METRIC SYSTEM	15	4.6
GEOMETRY/ALGEBRA	13	4.0
NUMERATION	12	3.7

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	240	12.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	328	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	3	0.9
5 TO 8	25	7.6
9 TO 11	58	17.7
12 TO 14	90	27.4
15 TO 17	82	25.0
18 AND OVER	22	6.7
11 AND YOUNGER	5	1.5
12 AND OLDER	43	13.1
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	7	2.1
PRIMARY, GRADES K-3	103	31.4
INTERMEDIATE, GRADES 4-6	70	21.3
JUNIOR HIGH, GRADES 7-9	38	11.6
HIGH SCHOOL, GRADES 10-12	45	13.7
INTERMEDIATE AND BELOW	24	7.3
JUNIOR AND SENIOR HIGH	40	12.2
INVALID OR NO RESPONSE	1	0.3

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	168	51.2
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	144	43.9
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	13	4.0
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	2	0.6
INVALID OR NO RESPONSE	1	0.3

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	240	12.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	328	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	8	2.4
3 TO 5	35	10.7
6 TO 10	122	37.2
11 TO 15	40	12.2
16 OR MORE	104	31.7
INVALID OR NO RESPONSE	19	5.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2949 AND 4611 MIDPOINT 3780

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	232	70.7
WORKBOOKS, WORKTEXTS	227	69.2
MAPS, CHARTS, PICTURES, FLASHCARDS ...	182	55.5
MANIPULATIVE OBJECTS AND TOOLS	161	49.1
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	160	48.8
FILMSTRIPS, SLIDES	86	26.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS .	72	22.0
MODELS	71	21.6
PROGRAMMED, SELF-INSTR. MATERIALS	64	19.5
PRINT/SIGN LANGUAGE MATERIALS	46	14.0
FILMS, FILMLOOPS	45	13.7
AUDIO FLASH CARDS	34	10.4
COMPUTER-ASSISTED INSTR. MATERIALS ...	33	10.1
MULTIMEDIA KITS	25	7.6
SOUND FILMSTRIPS, SOUND SLIDES	20	6.1
VIDEOTAPES, CLOSED-CIRCUIT TV	20	6.1
MAGAZINES, SPECIALIZED COMIC BOOKS ...	19	5.8
CASSETTE AND REEL-TO-REEL TAPES	13	4.0
RECORDS	11	3.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	190	57.9
PROGRAMMED, SELF-INSTR. MATERIALS	188	57.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS .	180	54.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	167	50.9
MANIPULATIVE OBJECTS AND TOOLS	158	48.2
FILMSTRIPS, SLIDES	146	44.5
MAPS, CHARTS, PICTURES, FLASHCARDS ...	146	44.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	145	44.2
MULTIMEDIA KITS	137	41.8
FILMS, FILMLOOPS	129	39.3
PRINT/SIGN LANGUAGE MATERIALS	117	35.7
COMPUTER-ASSISTED INSTR. MATERIALS ...	117	35.7
MODELS	115	35.1
MAGAZINES, SPECIALIZED COMIC BOOKS ...	109	33.2
VIDEOTAPES, CLOSED-CIRCUIT TV	91	27.7
SOUND FILMSTRIPS, SOUND SLIDES	56	17.1
AUDIO FLASH CARDS	54	16.5
CASSETTE AND REEL-TO-REEL TAPES	30	9.1
RECORDS	27	8.2

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	240	12.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	328	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	136	41.5
AVAILABLE MATERIALS TOO COSTLY	42	12.8
AVAILABLE MATERIALS POOR IN QUALITY	40	12.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	38	11.6
INVALID OR NO RESPONSE	72	22.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	174	53.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	170	51.8
INTEREST LEVEL INAPPROPRIATE	91	27.7
CONCEPT LEVEL INAPPROPRIATE	89	27.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	89	27.1
POOR SEQUENCING OF LEARNING COMPONENTS	67	20.4
LANGUAGE LEVEL NOT UNIFORM	63	19.2
NOT RELEVANT TO MY CURRICULUM	57	17.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	36	11.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	31	9.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	142	43.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	124	37.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	91	27.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	86	26.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	83	25.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	69	21.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	55	16.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	46	14.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	33	10.1
INADEQUATE TEACHER DIRECTIONS	27	8.2
REQUIRES TOO MUCH TEACHER TRAINING	21	6.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	67	20.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	51	15.5
POOR DURABILITY	34	10.4
DIFFICULT TO STORE/NOT PORTABLE	15	4.6
DIFFICULT TO OPERATE AND/OR USE	14	4.3
POOR AUDIO QUALITY	6	1.8
INADEQUATE HEALTH AND SAFETY FEATURES	6	1.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	1.5

TEACHERS OF
DEAF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SPECIALIZED COMMUNICATION SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	225	11.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	242	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
SIGN LANGUAGE	141	58.3
SPEECH READING	87	36.0
FINGER SPELLING	14	5.8

TEACHERS OF
DEAF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SPECIALIZED COMMUNICATION SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	225	11.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	242	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	25	10.3
5 TO 8	62	25.6
9 TO 11	51	21.1
12 TO 14	40	16.5
15 TO 17	11	4.5
18 AND OVER	12	5.0
11 AND YOUNGER	15	6.2
12 AND OLDER	22	9.1
INVALID OR NO RESPONSE	4	1.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	8	3.3
PRE-SCHOOL, AGES 3-4	53	21.9
PRIMARY, GRADES K-3	117	48.3
INTERMEDIATE, GRADES 4-6	31	12.8
JUNIOR HIGH, GRADES 7-9	9	3.7
HIGH SCHOOL, GRADES 10-12	3	1.2
INTERMEDIATE AND BELOW	14	5.8
JUNIOR AND SENIOR HIGH	5	2.1
INVALID OR NO RESPONSE	2	0.8

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	135	55.8
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	63	26.0
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	31	12.8
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	7	2.9
INVALID OR NO RESPONSE	6	2.5

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SPECIALIZED COMMUNICATION SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	225	11.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	242	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	28	11.6
3 TO 5	73	30.2
6 TO 10	92	38.0
11 TO 15	12	5.0
16 OR MORE	25	10.3
INVALID OR NO RESPONSE	12	5.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1331 AND 2146 MIDPOINT 1739

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	133	55.0
PRINT/SIGN LANGUAGE MATERIALS	130	53.7
MAPS, CHARTS, PICTURES, FLASHCARDS	130	53.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	104	43.0
MANIPULATIVE OBJECTS AND TOOLS	85	35.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	63	26.0
WORKBOOKS, WORKTEXTS	58	24.0
MODELS	47	19.4
FILMSTRIPS, SLIDES	40	16.5
FILMS, FILMLOOPS	39	16.1
MAGAZINES, SPECIALIZED COMIC BOOKS	38	15.7
VIDEOTAPES, CLOSED-CIRCUIT TV	36	14.9
PROGRAMMED, SELF-INSTR. MATERIALS	30	12.4
RECORDS	25	10.3
SOUND FILMSTRIPS, SOUND SLIDES	19	7.9
AUDIO FLASH CARDS	17	7.0
CASSETTE AND REEL-TO-REEL TAPES	12	5.0
MULTIMEDIA KITS	12	5.0
COMPUTER-ASSISTED INSTR. MATERIALS	8	3.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
PRINT/SIGN LANGUAGE MATERIALS	133	55.0
WORKBOOKS, WORKTEXTS	128	52.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	128	52.9
FILMS, FILMLOOPS	122	50.4
PROGRAMMED, SELF-INSTR. MATERIALS	113	46.7
FILMSTRIPS, SLIDES	110	45.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	105	43.4
MAPS, CHARTS, PICTURES, FLASHCARDS	103	42.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	100	41.3
VIDEOTAPES, CLOSED-CIRCUIT TV	98	40.5
MULTIMEDIA KITS	93	38.4
MAGAZINES, SPECIALIZED COMIC BOOKS	90	37.2
MANIPULATIVE OBJECTS AND TOOLS	69	28.5
SOUND FILMSTRIPS, SOUND SLIDES	61	25.2
COMPUTER-ASSISTED INSTR. MATERIALS	58	24.0
AUDIO FLASH CARDS	56	23.1
MODELS	56	23.1
RECORDS	42	17.4
CASSETTE AND REEL-TO-REEL TAPES	37	15.3

TEACHERS OF
DEAF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SPECIALIZED COMMUNICATION SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	225	11.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	242	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	109	45.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	36	14.9
AVAILABLE MATERIALS TOO COSTLY	26	10.7
AVAILABLE MATERIALS POOR IN QUALITY	20	8.3
INVALID OR NO RESPONSE	51	21.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	95	39.3
NOT ENOUGH REPETITION, REINFORCEMENT	82	33.9
INTEREST LEVEL INAPPROPRIATE	66	27.3
NOT RELEVANT TO MY CURRICULUM	51	21.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	51	21.1
CONCEPT LEVEL INAPPROPRIATE	43	17.8
LANGUAGE LEVEL NOT UNIFORM	42	17.4
POOR SEQUENCING OF LEARNING COMPONENTS	37	15.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	21	8.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	10	4.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	71	29.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	66	27.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	53	21.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	52	21.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	50	20.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	49	20.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	43	17.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	25	10.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	24	9.9
INADEQUATE TEACHER DIRECTIONS	12	5.0
REQUIRES TOO MUCH TEACHER TRAINING	10	4.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	58	24.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	41	16.9
POOR DURABILITY	26	10.7
DIFFICULT TO STORE/NOT PORTABLE	12	5.0
POOR AUDIO QUALITY	11	4.5
DIFFICULT TO OPERATE AND/OR USE	9	3.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	2.1
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.8

TEACHERS OF
DEAF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	217	11.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	250	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	121	48.4
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	73	29.2
LIFE-LONG LEISURE SKILLS	18	7.2
FOOD PREPARATION	16	6.4
DRIVER'S EDUCATION	16	6.4
CHILD CARE	6	2.4

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	217	11.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	250	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	4	1.6
9 TO 11	25	10.0
12 TO 14	61	24.4
15 TO 17	85	34.0
18 AND OVER	25	10.0
11 AND YOUNGER	5	2.0
12 AND OLDER	43	17.2
INVALID OR NO RESPONSE	2	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	7	2.8
PRIMARY, GRADES K-3	83	33.2
INTERMEDIATE, GRADES 4-6	55	22.0
JUNIOR HIGH, GRADES 7-9	24	9.6
HIGH SCHOOL, GRADES 10-12	36	14.4
INTERMEDIATE AND BELOW	15	6.0
JUNIOR AND SENIOR HIGH	26	10.4
INVALID OR NO RESPONSE	4	1.6

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	140	56.0
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	90	36.0
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	9	3.6
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	7	2.8
INVALID OR NO RESPONSE	4	1.6

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	217	11.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	250	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	13	5.2
3 TO 5	42	16.8
6 TO 10	73	29.2
11 TO 15	40	16.0
16 OR MORE	66	26.4
INVALID OR NO RESPONSE	16	6.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2073 AND 3216 MIDPOINT 2645

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	118	47.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	114	45.6
MAPS, CHARTS, PICTURES, FLASHCARDS	105	42.0
WORKBOOKS, WORKTEXTS	92	36.8
FILMSTRIPS, SLIDES	90	36.0
FILMS, FILMLOOPS	84	33.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	74	29.6
MANIPULATIVE OBJECTS AND TOOLS	67	26.8
MAGAZINES, SPECIALIZED COMIC BOOKS	61	24.4
PRINT/SIGN LANGUAGE MATERIALS	55	22.0
MODELS	43	17.2
VIDEOTAPES, CLOSED-CIRCUIT TV	27	10.8
PROGRAMMED, SELF-INSTR. MATERIALS	26	10.4
SOUND FILMSTRIPS, SOUND SLIDES	25	10.0
MULTIMEDIA KITS	23	9.2
COMPUTER-ASSISTED INSTR. MATERIALS	11	4.4
AUDIO FLASH CARDS	9	3.6
RECORDS	6	2.4
CASSETTE AND REEL-TO-REEL TAPES	6	2.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	182	72.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	171	68.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	156	62.4
PRINT/SIGN LANGUAGE MATERIALS	152	60.8
PROGRAMMED, SELF-INSTR. MATERIALS	139	55.6
FILMSTRIPS, SLIDES	138	55.2
MAGAZINES, SPECIALIZED COMIC BOOKS	137	54.8
FILMS, FILMLOOPS	129	51.6
MAPS, CHARTS, PICTURES, FLASHCARDS	121	48.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	120	48.0
MULTIMEDIA KITS	119	47.6
MANIPULATIVE OBJECTS AND TOOLS	96	38.4
VIDEOTAPES, CLOSED-CIRCUIT TV	85	34.0
MODELS	82	32.8
COMPUTER-ASSISTED INSTR. MATERIALS	68	27.2
SOUND FILMSTRIPS, SOUND SLIDES	67	26.8
AUDIO FLASH CARDS	34	13.6
CASSETTE AND REEL-TO-REEL TAPES	31	12.4
RECORDS	30	12.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	217	11.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	250	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	81	32.4
AVAILABLE MATERIALS POOR IN QUALITY	49	19.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	45	18.0
AVAILABLE MATERIALS TOO COSTLY	29	11.6
INVALID OR NO RESPONSE	46	18.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	155	62.0
NOT ENOUGH REPETITION, REINFORCEMENT	101	40.4
INTEREST LEVEL INAPPROPRIATE	96	38.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	88	35.2
CONCEPT LEVEL INAPPROPRIATE	79	31.6
LANGUAGE LEVEL NOT UNIFORM	50	20.0
NOT RELEVANT TO MY CURRICULUM	44	17.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	44	17.6
POOR SEQUENCING OF LEARNING COMPONENTS	37	14.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	9	3.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	115	46.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	98	39.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	84	33.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	81	32.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	52	20.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	47	18.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	38	15.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	32	12.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	9.2
REQUIRES TOO MUCH TEACHER TRAINING	11	4.4
INADEQUATE TEACHER DIRECTIONS	11	4.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	74	29.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	32	12.8
POOR DURABILITY	21	8.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	10	4.0
DIFFICULT TO OPERATE AND/OR USE	8	3.2
POOR AUDIO QUALITY	7	2.8
DIFFICULT TO STORE/NOT PORTABLE	6	2.4
INADEQUATE HEALTH AND SAFETY FEATURES	3	1.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	115	6.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	131	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER	FREQ.	PCT
VISUAL PERCEPTION	26	19.8
AUDITORY PERCEPTION	24	18.3
FINE MOTOR DEVELOPMENT	22	16.8
SENSORY MOTOR INTEGRATION	21	16.0
GROSS MOTOR DEVELOPMENT	19	14.5
BODY AWARENESS	14	10.7
TACTILE PERCEPTION	3	2.3
KINESTHETIC PERCEPTION	2	1.5

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	115	6.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	131	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	28	21.4
5 TO 8	34	26.0
9 TO 11	28	21.4
12 TO 14	13	9.9
15 TO 17	5	3.8
18 AND OVER	1	0.8
11 AND YOUNGER	8	6.1
12 AND OLDER	10	7.6
INVALID OR NO RESPONSE	4	3.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	20	15.3
PRE-SCHOOL, AGES 3-4	53	40.5
PRIMARY, GRADES K-3	36	27.5
INTERMEDIATE, GRADES 4-6	4	3.1
JUNIOR HIGH, GRADES 7-9	4	3.1
HIGH SCHOOL, GRADES 10-12	2	1.5
INTERMEDIATE AND BELOW	8	6.1
JUNIOR AND SENIOR HIGH	1	0.8
INVALID OR NO RESPONSE	3	2.3

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	68	51.9
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	33	25.2
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	22	16.8
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	[illegible]	3.8
INVALID OR NO RESPONSE	3	2.3

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	115	6.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	131	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	15	11.5
3 TO 5	35	26.7
6 TO 10	52	39.7
11 TO 15	6	4.6
16 OR MORE	18	13.7
INVALID OR NO RESPONSE	5	3.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 786 AND 1265 MIDPOINT 1026

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	83	63.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	81	61.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	45	34.4
MAPS, CHARTS, PICTURES, FLASHCARDS	36	27.5
RECORDS	28	21.4
FILMSTRIPS, SLIDES	27	20.6
WORKBOOKS, WORKTEXTS	22	16.8
FILMS, FILMLOOPS	22	16.8
MODELS	22	16.8
PRINT/SIGN LANGUAGE MATERIALS	19	14.5
CASSETTE AND REEL-TO-REEL TAPES	19	14.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	18	13.7
VIDEOTAPES, CLOSED-CIRCUIT TV	14	10.7
PROGRAMMED, SELF-INSTR. MATERIALS	14	10.7
MAGAZINES, SPECIALIZED COMIC BOOKS	11	8.4
SOUND FILMSTRIPS, SOUND SLIDES	9	6.9
AUDIO FLASH CARDS	7	5.3
MULTIMEDIA KITS	6	4.6
COMPUTER-ASSISTED INSTR. MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	69	52.7
MANIPULATIVE OBJECTS AND TOOLS	69	52.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	52	39.7
WORKBOOKS, WORKTEXTS	50	38.2
MULTIMEDIA KITS	44	33.6
FILMS, FILMLOOPS	43	32.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	42	32.1
FILMSTRIPS, SLIDES	39	29.8
PRINT/SIGN LANGUAGE MATERIALS	35	26.7
PROGRAMMED, SELF-INSTR. MATERIALS	34	26.0
MAPS, CHARTS, PICTURES, FLASHCARDS	33	25.2
SOUND FILMSTRIPS, SOUND SLIDES	29	22.1
RECORDS	29	22.1
CASSETTE AND REEL-TO-REEL TAPES	29	22.1
VIDEOTAPES, CLOSED-CIRCUIT TV	27	20.6
AUDIO FLASH CARDS	26	19.8
MODELS	26	19.8
MAGAZINES, SPECIALIZED COMIC BOOKS	25	19.1
COMPUTER-ASSISTED INSTR. MATERIALS	24	18.3

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	115	6.0
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	131	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	56	42.7
AVAILABLE MATERIALS TOO COSTLY	24	18.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	17	13.0
AVAILABLE MATERIALS POOR IN QUALITY	10	7.6
INVALID OR NO RESPONSE	24	18.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	49	37.4
INTEREST LEVEL INAPPROPRIATE	39	29.8
CONCEPT LEVEL INAPPROPRIATE	38	29.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	31	23.7
NOT RELEVANT TO MY CURRICULUM	27	20.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	27	20.6
POOR SEQUENCING OF LEARNING COMPONENTS	17	13.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	16	12.2
LANGUAGE LEVEL NOT UNIFORM	15	11.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	6.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	39	29.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	34	26.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	34	26.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	34	26.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	32	24.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	28	21.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	28	21.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	13	9.9
INADEQUATE TEACHER DIRECTIONS	11	8.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	10	7.6
REQUIRES TOO MUCH TEACHER TRAINING	5	3.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	32	24.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	21	16.0
POOR DURABILITY	20	15.3
POOR AUDIO QUALITY	18	13.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	13	9.9
DIFFICULT TO STORE/NOT PORTABLE	8	6.1
DIFFICULT TO OPERATE AND/OR USE	6	4.6
INADEQUATE HEALTH AND SAFETY FEATURES	3	2.3

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL SCIENCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	113	5.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	154	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
HISTORY	57	37.0
GEOGRAPHY	42	27.3
CITIZENSHIP RESPONSIBILITIES	30	19.5
POLITICAL SCIENCE/GOVERNMENT	13	8.4
SOCIOLOGY/SOCIAL PROBLEMS	9	5.8
ECONOMICS	3	1.9
PSYCHOLOGY	0	0.0

TEACHERS OF
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HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL SCIENCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	113	5.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	154	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	1	0.6
9 TO 11	19	12.3
12 TO 14	58	37.7
15 TO 17	50	32.5
18 AND OVER	15	9.7
11 AND YOUNGER	2	1.3
12 AND OLDER	9	5.8
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	22	14.3
INTERMEDIATE, GRADES 4-6	60	39.0
JUNIOR HIGH, GRADES 7-9	35	22.7
HIGH SCHOOL, GRADES 10-12	30	19.5
INTERMEDIATE AND BELOW	4	2.6
JUNIOR AND SENIOR HIGH	3	1.9
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	89	57.8
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	53	34.4
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	11	7.1
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	0	0.0
INVALID OR NO RESPONSE	1	0.6

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL SCIENCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	113	5.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	154	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	5	3.2
3 TO 5	17	11.0
6 TO 10	50	32.5
11 TO 15	20	13.0
16 OR MORE	49	31.8
INVALID OR NO RESPONSE	13	8.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1360 AND 2120 MIDPOINT 1740

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	121	78.6
MAPS, CHARTS, PICTURES, FLASHCARDS	116	75.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	103	66.9
FILMSTRIPS, SLIDES	99	64.3
FILMS, FILMLOOPS	85	55.2
WORKBOOKS, WORKTEXTS	67	43.5
MAGAZINES, SPECIALIZED COMIC BOOKS	48	31.2
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	46	29.9
VIDEOTAPES, CLOSED-CIRCUIT TV	40	26.0
MODELS	30	19.5
MANIPULATIVE OBJECTS AND TOOLS	23	14.9
PRINT/SIGN LANGUAGE MATERIALS	21	13.6
SOUND FILMSTRIPS, SOUND SLIDES	21	13.6
PROGRAMMED, SELF-INSTR. MATERIALS	20	13.0
MULTIMEDIA KITS	13	8.4
AUDIO FLASH CARDS	5	3.2
CASSETTE AND REEL-TO-REEL TAPES	4	2.6
RECORDS	2	1.3
COMPUTER-ASSISTED INSTR. MATERIALS	2	1.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	110	71.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	99	64.3
MAPS, CHARTS, PICTURES, FLASHCARDS	85	55.2
PROGRAMMED, SELF-INSTR. MATERIALS	85	55.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	83	53.9
FILMSTRIPS, SLIDES	78	50.6
MAGAZINES, SPECIALIZED COMIC BOOKS	77	50.0
MULTIMEDIA KITS	73	47.4
FILMS, FILMLOOPS	71	46.1
VIDEOTAPES, CLOSED-CIRCUIT TV	63	40.9
PRINT/SIGN LANGUAGE MATERIALS	62	40.3
MODELS	57	37.0
MANIPULATIVE OBJECTS AND TOOLS	56	36.4
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	54	35.1
COMPUTER-ASSISTED INSTR. MATERIALS	49	31.8
SOUND FILMSTRIPS, SOUND SLIDES	38	24.7
AUDIO FLASH CARDS	28	18.2
CASSETTE AND REEL-TO-REEL TAPES	26	16.9
RECORDS	24	15.6

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL SCIENCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	113	5.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	154	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	59	38.3
AVAILABLE MATERIALS POOR IN QUALITY	24	15.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	21	13.6
AVAILABLE MATERIALS TOO COSTLY	19	12.3
INVALID OR NO RESPONSE	31	20.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	86	55.8
INTEREST LEVEL INAPPROPRIATE	66	42.9
NOT ENOUGH REPETITION, REINFORCEMENT	62	40.3
CONCEPT LEVEL INAPPROPRIATE	48	31.2
LANGUAGE LEVEL NOT UNIFORM	45	29.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	42	27.3
POOR SEQUENCING OF LEARNING COMPONENTS	32	20.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	28	18.2
NOT RELEVANT TO MY CURRICULUM	27	17.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	18	11.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	80	51.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	77	50.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	58	37.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	40	26.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	39	25.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	33	21.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	31	20.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	24	15.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	18	11.7
INADEQUATE TEACHER DIRECTIONS	12	7.8
REQUIRES TOO MUCH TEACHER TRAINING	9	5.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	44	28.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	35	22.7
POOR DURABILITY	15	9.7
DIFFICULT TO STORE/NOT PORTABLE	9	5.8
DIFFICULT TO OPERATE AND/OR USE	7	4.5
POOR AUDIO QUALITY	6	3.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.3
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.6

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: NATURAL AND PHYSICAL SCIENCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	94	4.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	154	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
LIFE SCIENCE (E.G., PLANTS, MAMMALS, INSECTS)	57	37.0
PHYSICAL SCIENCE (E.G., ELECTRICITY, MAGNETISM, SIMPLE MACHINES)	33	21.4
EARTH SCIENCE (E.G., LAND FORMS, MINERALS, WEATHER)	18	11.7
HUMAN PHYSIOLOGY AND REPRODUCTION	16	10.4
ENVIRONMENTAL SCIENCE/ECOLOGY	16	10.4
CHEMISTRY	14	9.1

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HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: NATURAL AND PHYSICAL SCIENCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	94	4.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	154	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	3	1.9
9 TO 11	21	13.6
12 TO 14	46	29.9
15 TO 17	55	35.7
18 AND OVER	8	5.2
11 AND YOUNGER	4	2.6
12 AND OLDER	15	9.7
INVALID OR NO RESPONSE	2	1.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	32	20.8
INTERMEDIATE, GRADES 4-6	30	19.5
JUNIOR HIGH, GRADES 7-9	36	23.4
HIGH SCHOOL, GRADES 10-12	35	22.7
INTERMEDIATE AND BELOW	6	3.9
JUNIOR AND SENIOR HIGH	15	9.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	77	50.0
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	62	40.3
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	15	9.7
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	0	0.0
INVALID OR NO RESPONSE	0	0.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: NATURAL AND PHYSICAL SCIENCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	94	4.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	154	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	3	1.9
3 TO 5	10	6.5
6 TO 10	4[illegible]	31.8
11 TO 15	23	14.9
16 OR MORE	52	33.8
INVALID OR NO RESPONSE	17	11.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1412 AND 2191 MIDPOINT 1802

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	122	79.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	107	69.5
MAPS, CHARTS, PICTURES, FLASHCARDS	95	61.7
FILMS, FILMLOOPS	93	60.4
FILMSTRIPS, SLIDES	92	59.7
MODELS	75	48.7
WORKBOOKS, WORKTEXTS	73	47.4
MANIPULATIVE OBJECTS AND TOOLS	60	39.0
VIDEOTAPES, CLOSED-CIRCUIT TV	37	24.0
MAGAZINES, SPECIALIZED COMIC BOOKS	31	20.1
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	29	18.8
PRINT/SIGN LANGUAGE MATERIALS	24	15.6
SOUND FILMSTRIPS, SOUND SLIDES	24	15.6
MULTIMEDIA KITS	18	11.7
PROGRAMMED, SELF-INSTR. MATERIALS	14	9.1
COMPUTER-ASSISTED INSTR. MATERIALS	9	5.8
CASSETTE AND REEL-TO-REEL TAPES	6	3.9
AUDIO FLASH CARDS	5	3.2
RECORDS	5	3.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	121	78.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	112	72.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	100	64.9
MAPS, CHARTS, PICTURES, FLASHCARDS	89	57.8
PROGRAMMED, SELF-INSTR. MATERIALS	84	54.5
MODELS	82	53.2
MULTIMEDIA KITS	80	51.9
MAGAZINES, SPECIALIZED COMIC BOOKS	79	51.3
FILMS, FILMLOOPS	75	48.7
PRINT/SIGN LANGUAGE MATERIALS	74	48.1
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	72	46.8
MANIPULATIVE OBJECTS AND TOOLS	72	46.8
FILMSTRIPS, SLIDES	70	45.5
VIDEOTAPES, CLOSED-CIRCUIT TV	54	35.1
COMPUTER-ASSISTED INSTR. MATERIALS	51	33.1
SOUND FILMSTRIPS, SOUND SLIDES	34	22.1
AUDIO FLASH CARDS	34	22.1
RECORDS	20	13.0
CASSETTE AND REEL-TO-REEL TAPES	20	13.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: NATURAL AND PHYSICAL SCIENCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	94	4.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	154	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	61	39.6
AVAILABLE MATERIALS POOR IN QUALITY	31	20.1
AVAILABLE MATERIALS TOO COSTLY	24	15.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	20	13.0
INVALID OR NO RESPONSE	18	11.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	99	64.3
NOT ENOUGH REPETITION, REINFORCEMENT	63	40.9
INTEREST LEVEL INAPPROPRIATE	59	38.3
CONCEPT LEVEL INAPPROPRIATE	49	31.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	45	29.2
LANGUAGE LEVEL NOT UNIFORM	43	27.9
POOR SEQUENCING OF LEARNING COMPONENTS	37	24.0
NOT RELEVANT TO MY CURRICULUM	34	22.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	21	13.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	17	11.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	86	55.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	78	50.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	57	37.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	40	26.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	34	22.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	28	18.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	27	17.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	27	17.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	26	16.9
INADEQUATE TEACHER DIRECTIONS	12	7.8
REQUIRES TOO MUCH TEACHER TRAINING	4	2.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	46	29.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	37	24.0
POOR DURABILITY	16	10.4
DIFFICULT TO STORE/NOT PORTABLE	11	7.1
DIFFICULT TO OPERATE AND/OR USE	9	5.8
POOR AUDIO QUALITY	5	3.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	1	0.6
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.6

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION F. ANALYSIS OF THE PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

SUBSECTION F CONTAINS THE SAME TYPE OF THREE-PAGE ANALYSIS FOR ALL CURRICULUM AREAS COMBINED AS DOES SUBSECTION D FOR INDIVIDUAL CURRICULUM AREAS.

THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* IT APPEARS OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THESE QUESTIONS.

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THE ABOVE RESPONDENT POPULATION MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE MOST CRITICAL. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS RESPONDENT POPULATION.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THIS POPULATION OF TEACHERS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT. THAT IS, IT IS ESTIMATED THAT THE MATERIALS NEEDS OF ABOUT 52,937 STUDENTS IN THESE HANDICAP AREAS (OR SOMEWHERE BETWEEN 41,103 AND 64,770) ARE REPRESENTED BY THE MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE ABOVE RESPONDENT POPULATION.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE RESPONDENT POPULATION (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS RESPONDENT POPULATION. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	5596	96.5
TOTAL NUMBER OF RESPONSES POSSIBLE	5796	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	322	5.8
5 TO 8	965	17.2
9 TO 11	1204	21.5
12 TO 14	1250	22.3
15 TO 17	867	15.5
18 AND OVER	210	3.8
11 AND YOUNGER	237	4.2
12 AND OLDER	493	8.8
INVALID OR NO RESPONSE	48	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	121	2.2
PRE-SCHOOL, AGES 3-4	503	9.0
PRIMARY, GRADES K-3	2364	42.2
INTERMEDIATE, GRADES 4-6	1060	18.9
JUNIOR HIGH, GRADES 7-9	461	8.2
HIGH SCHOOL, GRADES 10-12	444	7.9
INTERMEDIATE AND BELOW	309	5.5
JUNIOR AND SENIOR HIGH	288	5.1
INVALID OR NO RESPONSE	46	0.8

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	2825	50.5
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	2204	39.4
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	257	4.6
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	251	4.5
INVALID OR NO RESPONSE	61	1.1

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	5596	96.5
TOTAL NUMBER OF RESPONSES POSSIBLE	5796	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	340	6.1
3 TO 5	1248	22.3
6 TO 10	2011	35.9
11 TO 15	571	10.2
16 OR MORE	1167	20.9
INVALID OR NO RESPONSE	259	4.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 41103 AND 64770 MIDPOINT 52937

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	3257	58.2
MAPS, CHARTS, PICTURES, FLASHCARDS	2785	49.8
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	2599	46.4
WORKBOOKS, WORKTEXTS	2557	45.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	2083	37.2
FILMSTRIPS, SLIDES	1991	35.6
MANIPULATIVE OBJECTS AND TOOLS	1934	34.6
FILMS, FILMLOOPS	1619	28.9
PRINT/SIGN LANGUAGE MATERIALS	1416	25.3
MAGAZINES, SPECIALIZED COMIC BOOKS	1190	21.3
PROGRAMMED, SELF-INSTR. MATERIALS	1069	19.1
MODELS	1019	18.2
SOUND FILMSTRIPS, SOUND SLIDES	679	12.1
VIDEOTAPES, CLOSED-CIRCUIT TV	674	12.0
MULTIMEDIA KITS	572	10.2
CASSETTE AND REEL-TO-REEL TAPES	570	10.2
RECORDS	555	9.9
AUDIO FLASH CARDS	506	9.0
COMPUTER-ASSISTED INSTR. MATERIALS	289	5.2

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	3437	61.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	2950	52.7
PROGRAMMED, SELF-INSTR. MATERIALS	2914	52.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	2848	50.9
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	2663	47.6
FILMSTRIPS, SLIDES	2614	46.7
PRINT/SIGN LANGUAGE MATERIALS	2462	44.0
MAGAZINES, SPECIALIZED COMIC BOOKS	2444	43.7
FILMS, FILMLOOPS	2410	43.1
MULTIMEDIA KITS	2393	42.8
MAPS, CHARTS, PICTURES, FLASHCARDS	2327	41.6
MANIPULATIVE OBJECTS AND TOOLS	2055	36.7
VIDEOTAPES, CLOSED-CIRCUIT TV	1786	31.9
COMPUTER-ASSISTED INSTR. MATERIALS	1533	27.4
MODELS	1512	27.0
SOUND FILMSTRIPS, SOUND SLIDES	1324	23.7
AUDIO FLASH CARDS	1204	21.5
CASSETTE AND REEL-TO-REEL TAPES	929	16.6
RECORDS	910	16.3

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	5596	96.5
TOTAL NUMBER OF RESPONSES POSSIBLE	5796	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	2334	41.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	809	14.5
AVAILABLE MATERIALS POOR IN QUALITY	800	14.3
AVAILABLE MATERIALS TOO COSTLY	619	11.1
INVALID OR NO RESPONSE	1034	18.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	2904	51.9
NOT ENOUGH REPETITION, REINFORCEMENT	2543	45.4
INTEREST LEVEL INAPPROPRIATE	2000	35.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1589	28.4
CONCEPT LEVEL INAPPROPRIATE	1573	28.1
LANGUAGE LEVEL NOT UNIFORM	1292	23.1
NOT RELEVANT TO MY CURRICULUM	1077	19.2
POOR SEQUENCING OF LEARNING COMPONENTS	1035	18.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	752	13.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	309	5.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	2227	39.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	1913	34.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	1588	28.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	1479	26.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	1416	25.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	1238	22.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	1104	19.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	714	12.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	630	11.3
INADEQUATE TEACHER DIRECTIONS	321	5.7
REQUIRES TOO MUCH TEACHER TRAINING	313	5.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	1514	27.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	782	14.0
POOR DURABILITY	569	10.2
POOR AUDIO QUALITY	294	5.3
DIFFICULT TO STORE/NOT PORTABLE	244	4.4
DIFFICULT TO OPERATE AND/OR USE	203	3.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	92	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	60	1.1

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION G. DISTRIBUTION OF STUDENT CHARACTERISTICS FOR WHICH THE HIGHEST PRIORITY MATERIALS NEEDS EXIST

RECALL THAT THE CURRICULUM AREA PRIORITIES WERE CHOSEN IN CONJUNCTION WITH CERTAIN STUDENT CHARACTERISTICS WHICH DESCRIBED THE TYPE OF STUDENTS FOR WHICH MATERIALS NEEDS WERE MOST CRITICAL. ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE RESPONDENT POPULATION INDICATED ABOVE, THESE STUDENT CHARACTERISTICS WERE CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND LEVEL OF LANGUAGE FUNCTIONING. IN THE ANALYSES CONTAINED IN SUBSECTION D, WHERE EACH HIGH PRIORITY CURRICULUM AREA WAS EXPLORED IN DEPTH, THE PREDOMINANT LEVELS OF EACH STUDENT CHARACTERISTIC ASSOCIATED WITH THAT CURRICULUM AREA WERE IDENTIFIED.

SUBSECTION G BEGINS AN IN-DEPTH EXAMINATION OF THE STUDENT CHARACTERISTICS THEMSELVES, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. IT PRESENTS THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO PRIORITIZED MATERIALS NEEDS FOR EACH CHRONOLOGICAL AGE CATEGORY, FUNCTIONAL LEVEL, AND LEVEL OF LANGUAGE FUNCTIONING OF STUDENT. THUS, SUBSECTION G MAY BE REGARDED AS AN OVERVIEW OF THE KINDS OF STUDENTS, CLASSIFIED BY THESE CHARACTERISTICS, FOR WHOM MATERIALS DEVELOPMENT IS PERCEIVED AS MOST CRITICAL BY THIS POPULATION OF TEACHERS.*

THIS OVERVIEW PROVIDES A FRAMEWORK FOR THE NEXT TWO SUBSECTIONS (H AND J), IN WHICH MATERIALS PRIORITIES FOR SUBGROUPS OF STUDENTS CLASSIFIED BY DIFFERENT CHRONOLOGICAL AGE LEVELS AND BY DIFFERENT LEVELS OF LANGUAGE FUNCTIONING ARE DETAILED AND ANALYZED.

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*IN THIS SENSE, IT MAY BE REGARDED AS AN ADJUNCTIVE ANALYSIS TO THAT CONTAINED ON PAGE 1 OF THE THREE-PAGE ANALYSIS PRESENTED IN SUBSECTION F. IT DIFFERS FROM THE SUBSECTION F ANALYSIS IN THAT THE LATTER PRESENTS THE FREQUENCY OF RESPONSES TO THE STUDENT CHARACTERISTICS, WHILE THE SUBSECTION G ANALYSIS IS BASED ON THE FREQUENCY OF RESPONDENTS CHOOSING THESE CHARACTERISTICS.

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF STUDENT CHARACTERISTICS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

CHRONOLOGICAL AGE	RESPONDENTS CHOOSING THIS AGE LEVEL FREQ.	PCT
4 OR UNDER	139	7.2
5 TO 8	419	21.7
9 TO 11	511	26.4
12 TO 14	535	27.7
15 TO 17	388	20.1
18 AND OVER	105	5.4
11 AND YOUNGER	106	5.5
12 AND OLDER	213	11.0
INVALID OR NO RESPONSE	24	1.2

FUNCTIONAL LEVEL	RESPONDENTS CHOOSING THIS FUNCTIONAL LEVEL FREQ.	PCT
INFANT, AGE 2 AND UNDER	69	3.6
PRE-SCHOOL, AGES 3-4	238	12.3
PRIMARY, GRADES K-3	942	48.8
INTERMEDIATE, GRADES 4-6	476	24.6
JUNIOR HIGH, GRADES 7-9	227	11.7
HIGH SCHOOL, GRADES 10-12	201	10.4
INTERMEDIATE AND BELOW	130	6.7
JUNIOR AND SENIOR HIGH	128	6.6
INVALID OR NO RESPONSE	22	1.1

LEVEL OF LANGUAGE FUNCTIONING	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	1118	57.9
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	900	46.6
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	136	7.0
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	121	6.3
INVALID OR NO RESPONSE	27	1.4

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION H. CURRICULUM AREA ANALYSES FOR STUDENT CHRONOLOGICAL AGE

SUBSECTION H PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR STUDENTS AT DIFFERENT CHRONOLOGICAL AGE LEVELS, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. FOR PURPOSES OF THIS ANALYSIS, THE EIGHT AGE LEVELS CONTAINED ON THE FOLD-IN SHEET OF THE QUESTIONNAIRE FOR THE ABOVE RESPONDENT POPULATION WERE COLLAPSED INTO TWO AGE CATEGORIES:

CHRONOLOGICAL AGE: 11 AND YOUNGER
CHRONOLOGICAL AGE: 12 AND OLDER

THESE TWO CATEGORIES ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE CHRONOLOGICAL AGE CATEGORY IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS AGE CATEGORY APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS AGE CATEGORY. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE AGE CATEGORIES CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN AGE CATEGORY, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS AGE CATEGORY.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE AGE LEVELS WITHIN THE GIVEN AGE CATEGORY AND TO THE OTHER CHARACTERISTICS FOR STUDENTS IN THIS CHRONOLOGICAL AGE CATEGORY.

PAGES 2-3 CONTAIN THE RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR THE GIVEN CHRONOLOGICAL AGE CATEGORY. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS AGE CATEGORY.

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*A GIVEN RESPONDENT MIGHT (AND OFTEN DID) CHOOSE THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS AT THE SAME AGE LEVEL--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED RANGE OF STUDENTS.

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1010	52.3
TOTAL RESPONSES TO THIS AGE CATEGORY	2728	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
READING COMPREHENSION	321	31.8
PRODUCTION OF PHRASES, SENTENCES	182	18.0
READING VOCABULARY DEVELOPMENT	149	14.8
CONCEPT DEVELOPMENT/GENERALIZATION	146	14.5
UNDERSTANDING PHRASES AND SENTENCES	117	11.6
REASONING/DECISION MAKING SKILLS	107	10.6
APPROPRIATE SOCIAL BEHAVIOR	106	10.5
CONNECTED SPEECH/FLUENCY	88	8.7
SIGN LANGUAGE	78	7.7
GRAMMAR	77	7.6
SELF-ACCEPTANCE	76	7.5
ATTENDING/RESPONDING	75	7.4
LISTENING SKILLS	66	6.5
SPEECH READING	64	6.3
UNDERSTANDING CONNECTED SPEECH	61	6.0
SELF-EXPRESSION	49	4.9
AUDITORY COMPREHENSION	45	4.5
COMPOSITION	45	4.5
VISUAL PERCEPTION FOR READING (FIGURE/GROUND, MEMORY, SEQUENCING)	42	4.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1010	52.3
TOTAL RESPONSES TO THIS AGE CATEGORY	2728	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	322	11.8
5 TO 8	965	35.4
9 TO 11	1204	44.1
12 TO 14	0	0.0
15 TO 17	0	0.0
18 AND OVER	0	0.0
11 AND YOUNGER	237	8.7
12 AND OLDER	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	107	3.9
PRE-SCHOOL, AGES 3-4	427	15.7
PRIMARY, GRADES K-3	1700	62.3
INTERMEDIATE, GRADES 4-6	320	11.7
JUNIOR HIGH, GRADES 7-9	9	0.3
HIGH SCHOOL, GRADES 10-12	2	0.1
INTERMEDIATE AND BELOW	153	5.6
JUNIOR AND SENIOR HIGH	5	0.2
INVALID OR NO RESPONSE	5	0.2

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	1447	53.0
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	964	35.3
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	186	6.8
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	113	4.1
INVALID OR NO RESPONSE	18	0.7

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1010	52.3
TOTAL RESPONSES TO THIS AGE CATEGORY	2728	

Q1 APPROXIMATELY HOW MANY STUDENTS IN THIS AGE CATEGORY WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	196	7.2
3 TO 5	801	29.4
6 TO 10	1175	43.1
11 TO 15	185	6.8
16 OR MORE	274	10.0
INVALID OR NO RESPONSE	97	3.6

APPROXIMATE NUMBER OF STUDENTS OF THIS AGE WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 16068 AND 25772 MIDPOINT 20920

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1668	61.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1535	56.3
MAPS, CHARTS, PICTURES, FLASHCARDS	1458	53.4
MANIPULATIVE OBJECTS AND TOOLS	1233	45.2
WORKBOOKS, WORKTEXTS	1186	43.5
FILMSTRIPS, SLIDES	986	36.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	904	33.1
PRINT/SIGN LANGUAGE MATERIALS	803	29.4
FILMS, FILMLOOPS	714	26.2
PROGRAMMED, SELF-INSTR. MATERIALS	544	19.9
MODELS	524	19.2
MAGAZINES, SPECIALIZED COMIC BOOKS	454	16.6
RECORDS	427	15.7
CASSETTE AND REEL-TO-REEL TAPES	383	14.0
SOUND FILMSTRIPS, SOUND SLIDES	353	12.9
AUDIO FLASH CARDS	337	12.4
MULTIMEDIA KITS	308	11.3
VIDEOTAPES, CLOSED-CIRCUIT TV	296	10.9
COMPUTER-ASSISTED INSTR. MATERIALS	125	4.6

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1534	56.2
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1431	52.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1353	49.6
PROGRAMMED, SELF-INSTR. MATERIALS	1333	48.9
FILMSTRIPS, SLIDES	1216	44.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1198	43.9
MULTIMEDIA KITS	1166	42.7
MAPS, CHARTS, PICTURES, FLASHCARDS	1104	40.5
FILMS, FILMLOOPS	1102	40.4
PRINT/SIGN LANGUAGE MATERIALS	1093	40.1
MANIPULATIVE OBJECTS AND TOOLS	1086	39.8
MAGAZINES, SPECIALIZED COMIC BOOKS	1038	38.0
VIDEOTAPES, CLOSED-CIRCUIT TV	800	29.3
SOUND FILMSTRIPS, SOUND SLIDES	704	25.8
MODELS	679	24.9
COMPUTER-ASSISTED INSTR. MATERIALS	657	24.1
AUDIO FLASH CARDS	638	23.4
RECORDS	516	18.9
CASSETTE AND REEL-TO-REEL TAPES	502	18.4

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MECIA ANC MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1010	52.3
TOTAL RESPONSES TO THIS AGE CATEGORY	2728	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1193	43.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	390	14.3
AVAILABLE MATERIALS POOR IN QUALITY	360	13.2
AVAILABLE MATERIALS TOO COSTLY	295	10.8
INVALID OR NO RESPONSE	490	18.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1313	48.1
NOT ENOUGH REPETITION, REINFORCEMENT	1299	47.6
INTEREST LEVEL INAPPROPRIATE	863	31.6
CONCEPT LEVEL INAPPROPRIATE	724	26.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	697	25.5
LANGUAGE LEVEL NOT UNIFORM	675	24.7
NOT RELEVANT TO MY CURRICULUM	554	20.3
POOR SEQUENCING OF LEARNING COMPONENTS	524	19.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	334	12.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	120	4.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	1048	38.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	936	34.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	717	26.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	702	25.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	681	25.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	633	23.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	623	22.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	355	13.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	297	10.9
INADEQUATE TEACHER DIRECTIONS	153	5.6
REQUIRES TOO MUCH TEACHER TRAINING	137	5.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	686	25.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	362	13.3
POOR DURABILITY	338	12.4
POOR AUDIO QUALITY	193	7.1
DIFFICULT TO STORE/NOT PORTABLE	140	5.1
DIFFICULT TO OPERATE AND/OR USE	101	3.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	42	1.5
INADEQUATE HEALTH AND SAFETY FEATURES	27	1.0

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1061	54.9
TOTAL RESPONSES TO THIS AGE CATEGORY	2820	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING COMPREHENSION	271	25.5
READING VOCABULARY DEVELOPMENT	140	13.2
JOB PREPARATION/SKILLS DEVELOPMENT	128	12.1
REASONING/DECISION MAKING SKILLS	127	12.0
APPROPRIATE SOCIAL BEHAVIOR	117	11.0
GRAMMAR	96	9.0
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	91	8.6
SELF-ACCEPTANCE	87	8.2
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	71	6.7
CONCEPT DEVELOPMENT/GENERALIZATION	70	6.6
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	70	6.6
PRODUCTION OF PHRASES, SENTENCES	67	6.3
COMPOSITION	67	6.3
PROBLEM SOLVING/MATHEMATICS APPLICATION	66	6.2
INTERPERSONAL RELATIONS	58	5.5
SIGN LANGUAGE	57	5.4
HUMAN SEXUALITY (SEX EDUCATION)	46	4.3
EXPLORATION OF CAREERS	45	4.2
HISTORY	44	4.1

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1061	54.9
TOTAL RESPONSES TO THIS AGE CATEGORY	2820	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	0	0.0
12 TO 14	1250	44.3
15 TO 17	867	30.7
18 AND OVER	210	7.4
11 AND YOUNGER	0	0.0
12 AND OLDER	493	17.5
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	13	0.5
PRE-SCHOOL, AGES 3-4	75	2.7
PRIMARY, GRADES K-3	658	23.3
INTERMEDIATE, GRADES 4-6	740	26.2
JUNIOR HIGH, GRADES 7-9	452	16.0
HIGH SCHOOL, GRADES 10-12	434	15.4
INTERMEDIATE AND BELOW	152	5.4
JUNIOR AND SENIOR HIGH	282	10.0
INVALID OR NO RESPONSE	14	0.5

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	1367	48.5
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	1234	43.8
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	138	4.9
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	67	2.4
INVALID OR NO RESPONSE	14	0.5

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DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1061	54.9
TOTAL RESPONSES TO THIS AGE CATEGORY	2820	

Q1 APPROXIMATELY HOW MANY STUDENTS IN THIS AGE CATEGORY WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	139	4.9
3 TO 5	443	15.7
6 TO 10	823	29.2
11 TO 15	376	13.3
16 OR MORE	880	31.2
INVALID OR NO RESPONSE	159	5.6

APPROXIMATE NUMBER OF STUDENTS OF THIS AGE WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 24622 AND 38363 MIDPOINT 31493

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1692	60.0
WORKBOOKS, WORKTEXTS	1346	47.7
MAPS, CHARTS, PICTURES, FLASHCARDS	1303	46.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1168	41.4
FILMSTRIPS, SLIDES	987	35.0
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	901	32.0
FILMS, FILMLOOPS	891	31.6
MAGAZINES, SPECIALIZED COMIC BOOKS	723	25.6
MANIPULATIVE OBJECTS AND TOOLS	683	24.2
PRINT/SIGN LANGUAGE MATERIALS	603	21.4
PROGRAMMED, SELF-INSTR. MATERIALS	511	18.1
MODELS	487	17.3
VIDEOTAPES, CLOSED-CIRCUIT TV	368	13.0
SOUND FILMSTRIPS, SOUND SLIDES	317	11.2
MULTIMEDIA KITS	256	9.1
CASSETTE AND REEL-TO-REEL TAPES	178	6.3
AUDIO FLASH CARDS	166	5.9
COMPUTER-ASSISTED INSTR. MATERIALS	162	5.7
RECORDS	121	4.3

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1884	66.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1632	57.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1581	56.1
PROGRAMMED, SELF-INSTR. MATERIALS	1561	55.4
FILMSTRIPS, SLIDES	1381	49.0
MAGAZINES, SPECIALIZED COMIC BOOKS	1379	48.9
PRINT/SIGN LANGUAGE MATERIALS	1353	48.0
FILMS, FILMLOOPS	1295	45.9
MULTIMEDIA KITS	1212	43.0
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1208	42.8
MAPS, CHARTS, PICTURES, FLASHCARDS	1207	42.8
VIDEOTAPES, CLOSED-CIRCUIT TV	982	34.8
MANIPULATIVE OBJECTS AND TOOLS	951	33.7
COMPUTER-ASSISTED INSTR. MATERIALS	870	30.9
MODELS	825	29.3
SOUND FILMSTRIPS, SOUND SLIDES	612	21.7
AUDIO FLASH CARDS	559	19.8
CASSETTE AND REEL-TO-REEL TAPES	422	15.0
RECORDS	393	13.9

TEACHERS OF
DEAF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1061	54.9
TOTAL RESPONSES TO THIS AGE CATEGORY	2820	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1118	39.6
AVAILABLE MATERIALS POOR IN QUALITY	435	15.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	416	14.8
AVAILABLE MATERIALS TOO COSTLY	320	11.3
INVALID OR NO RESPONSE	531	18.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1570	55.7
NOT ENOUGH REPETITION, REINFORCEMENT	1223	43.4
INTEREST LEVEL INAPPROPRIATE	1130	40.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	886	31.4
CONCEPT LEVEL INAPPROPRIATE	844	29.9
LANGUAGE LEVEL NOT UNIFORM	611	21.7
NOT RELEVANT TO MY CURRICULUM	514	18.2
POOR SEQUENCING OF LEARNING COMPONENTS	503	17.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	417	14.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	186	6.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	1168	41.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	968	34.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	898	31.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	763	27.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	689	24.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	601	21.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	470	16.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	356	12.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	327	11.6
REQUIRES TOO MUCH TEACHER TRAINING	175	6.2
INADEQUATE TEACHER DIRECTIONS	165	5.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	824	29.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	414	14.7
POOR DURABILITY	229	8.1
DIFFICULT TO OPERATE AND/OR USE	101	3.6
DIFFICULT TO STORE/NOT PORTABLE	100	3.5
POOR AUDIO QUALITY	98	3.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	48	1.7
INADEQUATE HEALTH AND SAFETY FEATURES	33	1.2

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION J. CURRICULUM AREA ANALYSES FOR STUDENT LEVEL OF LANGUAGE FUNCTIONING

SUBSECTION J PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR DEAF AND HARD OF HEARING STUDENTS AT DIFFERENT LEVELS OF LANGUAGE FUNCTIONING. THESE FOUR LEVELS, CONTAINED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION, WERE:

NONE--STUDENT DOES NOT HAVE A USABLE SYMBOL SYSTEM
BELOW AVERAGE--LOW LANGUAGE LEVEL--STUDENT CANNOT RELY WHOLLY ON SYMBOL SYSTEM
AVERAGE--STUDENT CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS
ABOVE AVERAGE--STUDENT USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS AND COMMUNICATIONS

THESE FOUR LANGUAGE LEVELS ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE LEVEL OF LANGUAGE FUNCTIONING IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS AT THIS LANGUAGE LEVEL APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS LANGUAGE LEVEL. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

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TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

		FREQ.	PCT
PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING: NONE--STUDENT DOES NOT HAVE A USABLE SYMBOL SYSTEM	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	136	7.0
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	255	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
ATTENDING/RESPONDING	34	25.0
SIGN LANGUAGE	21	15.4
AWARENESS OF SOUNDS	15	11.0
CONCEPT DEVELOPMENT/GENERALIZATION	12	8.8
VOICE PRODUCTION	10	7.4
VISUAL PERCEPTION	8	5.9
DISCRIMINATION OF SOUNDS	8	5.9
LISTENING SKILLS	8	5.9
PRODUCTION OF PHRASES, SENTENCES	7	5.1
GROSS MOTOR DEVELOPMENT	6	4.4
ATTENDING TO SOUNDS	6	4.4
PRESPEECH MOTOR ACTIVITIES (E.G.,SUCKING, CHEWING, GENERAL IMITATION)	6	4.4
FINE MOTOR DEVELOPMENT	5	3.7
SENSORY MOTOR INTEGRATION	5	3.7
PRODUCTION OF ISOLATED SPEECH SOUNDS	5	3.7
PRODUCTION OF WORDS	5	3.7
SPEECH READING	5	3.7

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:
NONE--STUDENT DOES NOT HAVE A USABLE SYMBOL SYSTEM

	FREQ.	PCT
RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	136	7.0
TOTAL RESPONSES TO THIS LANGUAGE LEVEL	255	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	109	42.7
5 TO 8	38	14.9
9 TO 11	28	11.0
12 TO 14	21	8.2
15 TO 17	22	8.6
18 AND OVER	9	3.5
11 AND YOUNGER	11	4.3
12 AND OLDER	15	5.9
INVALID OR NO RESPONSE	2	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	79	31.0
PRE-SCHOOL, AGES 3-4	99	38.8
PRIMARY, GRADES K-3	49	19.2
INTERMEDIATE, GRADES 4-6	9	3.5
JUNIOR HIGH, GRADES 7-9	8	3.1
HIGH SCHOOL, GRADES 10-12	5	2.0
INTERMEDIATE AND BELOW	6	2.4
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	0	0.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:
NONE--STUDENT DOES NOT HAVE A USABLE SYMBOL SYSTEM

	FREQ.	PCT
RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	136	7.0
TOTAL RESPONSES TO THIS LANGUAGE LEVEL	255	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	54	21.2
3 TO 5	68	26.7
6 TO 10	86	33.7
11 TO 15	14	5.5
16 OR MORE	23	9.0
INVALID OR NO RESPONSE	10	3.9

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 1296 AND 2093 MIDPOINT 1695

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	160	62.7
MANIPULATIVE OBJECTS AND TOOLS	148	58.0
MAPS, CHARTS, PICTURES, FLASHCARDS	102	40.0
PRINT/SIGN LANGUAGE MATERIALS	94	36.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	83	32.5
RECORDS	72	28.2
FILMSTRIPS, SLIDES	67	26.3
MODELS	49	19.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	48	18.8
FILMS, FILMLOOPS	44	17.3
VIDEOTAPES, CLOSED-CIRCUIT TV	39	15.3
WORKBOOKS, WORKTEXTS	38	14.9
CASSETTE AND REEL-TO-REEL TAPES	37	14.5
PROGRAMMED, SELF-INSTR. MATERIALS	33	12.9
SOUND FILMSTRIPS, SOUND SLIDES	30	11.8
MAGAZINES, SPECIALIZED COMIC BOOKS	27	10.6
AUDIO FLASH CARDS	24	9.4
MULTIMEDIA KITS	21	8.2
COMPUTER-ASSISTED INSTR. MATERIALS	4	1.6

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	130	51.0
MANIPULATIVE OBJECTS AND TOOLS	111	43.5
PRINT/SIGN LANGUAGE MATERIALS	93	36.5
WORKBOOKS, WORKTEXTS	83	32.5
FILMSTRIPS, SLIDES	83	32.5
MULTIMEDIA KITS	83	32.5
MAPS, CHARTS, PICTURES, FLASHCARDS	81	31.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	77	30.2
VIDEOTAPES, CLOSED-CIRCUIT TV	76	29.8
FILMS, FILMLOOPS	75	29.4
PROGRAMMED, SELF-INSTR. MATERIALS	74	29.0
MODELS	65	25.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	63	24.7
RECORDS	59	23.1
SOUND FILMSTRIPS, SOUND SLIDES	51	20.0
AUDIO FLASH CARDS	50	19.6
COMPUTER-ASSISTED INSTR. MATERIALS	46	18.0
CASSETTE AND REEL-TO-REEL TAPES	44	17.3
MAGAZINES, SPECIALIZED COMIC BOOKS	38	14.9

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

		FREQ.	PCT
PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING: NONE--STUDENT DOES NOT HAVE A USABLE SYMBOL SYSTEM	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	136	7.0
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	255	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	98	38.4
AVAILABLE MATERIALS TOO COSTLY	44	17.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	27	10.6
AVAILABLE MATERIALS POOR IN QUALITY	25	9.8
INVALID OR NO RESPONSE	61	23.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	99	38.8
INTEREST LEVEL INAPPROPRIATE	87	34.1
NOT RELEVANT TO MY CURRICULUM	79	31.0
NOT ENOUGH REPETITION, REINFORCEMENT	77	30.2
CONCEPT LEVEL INAPPROPRIATE	70	27.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	62	24.3
LANGUAGE LEVEL NOT UNIFORM	31	12.2
POOR SEQUENCING OF LEARNING COMPONENTS	28	11.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	13	5.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	10	3.9
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	84	32.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	73	28.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	61	23.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	54	21.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	53	20.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	51	20.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	35	13.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	28	11.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	26	10.2
REQUIRES TOO MUCH TEACHER TRAINING	13	5.1
INADEQUATE TEACHER DIRECTIONS	10	3.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	50	19.6
POOR AUDIO QUALITY	36	14.1
POOR DURABILITY	30	11.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	24	9.4
DIFFICULT TO STORE/NOT PORTABLE	20	7.8
DIFFICULT TO OPERATE AND/OR USE	18	7.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	14	5.5
INADEQUATE HEALTH AND SAFETY FEATURES	4	1.6

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:		FREQ.	PCT
BELOW AVERAGE--LOW LANGUAGE LEVEL--STUDENT CANNOT RELY WHOLLY ON SYMBOL SYSTEM	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	1118	57.9
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	2825	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING COMPREHENSION	289	25.8
PRODUCTION OF PHRASES, SENTENCES	162	14.5
READING VOCABULARY DEVELOPMENT	145	13.0
CONCEPT DEVELOPMENT/GENERALIZATION	133	11.9
APPROPRIATE SOCIAL BEHAVIOR	128	11.4
REASONING/DECISION MAKING SKILLS	117	10.5
UNDERSTANDING PHRASES AND SENTENCES	104	9.3
GRAMMAR	85	7.6
SIGN LANGUAGE	84	7.5
SELF-ACCEPTANCE	82	7.3
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	76	6.8
JOB PREPARATION/SKILLS DEVELOPMENT	67	6.0
UNDERSTANDING CONNECTED SPEECH	50	4.5
CONNECTED SPEECH/FLUENCY	50	4.5
COMPOSITION	47	4.2
ATTENDING/RESPONDING	45	4.0
SPEECH READING	45	4.0
SELF-EXPRESSION	45	4.0

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:
BELOW AVERAGE--LOW LANGUAGE LEVEL--STUDENT CANNOT RELY WHOLLY ON SYMBOL SYSTEM

	FREQ.	PCT
RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	1118	57.9
TOTAL RESPONSES TO THIS LANGUAGE LEVEL	282[illegible]	

CHRONOLOGICAL AGE DISTRIBUTION

	FREQ.	PCT
4 OR UNDER	180	6.4
5 TO 8	584	20.7
9 TO 11	568	20.1
12 TO 14	632	22.4
15 TO 17	423	15.0
18 AND OVER	94	3.3
11 AND YOUNGER	115	4.1
12 AND OLDER	218	7.7
INVALID OR NO RESPONSE	11	0.4

DISTRIBUTION OF FUNCTIONAL LEVEL

	FREQ.	PCT
INFANT, AGE 2 AND UNDER	39	1.4
PRE-SCHOOL, AGES 3-4	347	12.3
PRIMARY, GRADES K-3	1386	49.1
INTERMEDIATE, GRADES 4-6	413	14.6
JUNIOR HIGH, GRADES 7-9	210	7.4
HIGH SCHOOL, GRADES 10-12	186	6.6
INTERMEDIATE AND BELOW	145	5.1
JUNIOR AND SENIOR HIGH	90	3.2
INVALID OR NO RESPONSE	9	0.3

TEACHERS OF
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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:		FREQ.	PCT
BELOW AVERAGE--LOW LANGUAGE LEVEL--STUDENT CANNOT RELY WHOLLY ON SYMBOL SYSTEM	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	1118	57.9
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	2825	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	162	5.7
3 TO 5	666	23.6
6 TO 10	1014	35.9
11 TO 15	300	10.6
16 OR MORE	556	19.7
INVALID OR NO RESPONSE	127	4.5

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 20440 AND 32194 MIDPOINT 26317

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1560	55.2
MAPS, CHARTS, PICTURES, FLASHCARDS	1455	51.5
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1358	48.1
WORKBOOKS, WORKTEXTS	1211	42.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1093	38.7
MANIPULATIVE OBJECTS AND TOOLS	1041	36.8
FILMSTRIPS, SLIDES	1032	36.5
FILMS, FILMLOOPS	844	29.9
PRINT/SIGN LANGUAGE MATERIALS	793	28.1
MAGAZINES, SPECIALIZED COMIC BOOKS	590	20.9
PROGRAMMED, SELF-INSTR. MATERIALS	539	19.1
MODELS	519	18.4
VIDEOTAPES, CLOSED-CIRCUIT TV	320	11.3
SOUND FILMSTRIPS, SOUND SLIDES	314	11.1
MULTIMEDIA KITS	295	10.4
RECORDS	288	10.2
AUDIO FLASH CARDS	264	9.3
CASSETTE AND REEL-TO-REEL TAPES	258	9.1
COMPUTER-ASSISTED INSTR. MATERIALS	141	5.0

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1777	62.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1569	55.5
PROGRAMMED, SELF-INSTR. MATERIALS	1503	53.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1455	51.5
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1429	50.6
PRINT/SIGN LANGUAGE MATERIALS	1378	48.8
FILMSTRIPS, SLIDES	1330	47.1
MAGAZINES, SPECIALIZED COMIC BOOKS	1240	43.9
MAPS, CHARTS, PICTURES, FLASHCARDS	1237	43.8
FILMS, FILMLOOPS	1234	43.7
MULTIMEDIA KITS	1212	42.9
MANIPULATIVE OBJECTS AND TOOLS	1092	38.7
VIDEOTAPES, CLOSED-CIRCUIT TV	904	32.0
MODELS	794	28.1
COMPUTER-ASSISTED INSTR. MATERIALS	772	27.3
SOUND FILMSTRIPS, SOUND SLIDES	642	22.7
AUDIO FLASH CARDS	594	21.0
RECORDS	450	15.9
CASSETTE AND REEL-TO-REEL TAPES	441	15.6

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

		FREQ.	PCT
PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING: BELOW AVERAGE--LOW LANGUAGE LEVEL--STUDENT CANNOT RELY WHOLLY ON SYMBOL SYSTEM	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	1118	57.9
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	2825	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1168	41.3
AVAILABLE MATERIALS POOR IN QUALITY	461	16.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	407	14.4
AVAILABLE MATERIALS TOO COSTLY	282	10.0
INVALID OR NO RESPONSE	507	17.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1561	55.3
NOT ENOUGH REPETITION, REINFORCEMENT	1353	47.9
INTEREST LEVEL INAPPROPRIATE	1024	36.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	870	30.8
CONCEPT LEVEL INAPPROPRIATE	856	30.3
LANGUAGE LEVEL NOT UNIFORM	681	24.1
NOT RELEVANT TO MY CURRICULUM	549	19.4
POOR SEQUENCING OF LEARNING COMPONENTS	542	19.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	449	15.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	141	5.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	1230	43.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	973	34.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	839	29.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	816	28.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	715	25.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	631	22.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	593	21.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	409	14.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	340	12.0
INADEQUATE TEACHER DIRECTIONS	182	6.4
REQUIRES TOO MUCH TEACHER TRAINING	170	6.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	836	29.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	429	15.2
POOR DURABILITY	334	11.8
POOR AUDIO QUALITY	146	5.2
DIFFICULT TO STORE/NOT PORTABLE	123	4.4
DIFFICULT TO OPERATE AND/OR USE	106	3.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	44	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	33	1.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:
AVERAGE--STUDENT CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	900	46.6
TOTAL RESPONSES TO THIS LANGUAGE LEVEL	2204	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING COMPREHENSION	271	30.1
READING VOCABULARY DEVELOPMENT	128	14.2
REASONING/DECISION MAKING SKILLS	99	11.0
APPROPRIATE SOCIAL BEHAVIOR	81	9.0
PRODUCTION OF PHRASES, SENTENCES	76	8.4
GRAMMAR	71	7.9
SELF-ACCEPTANCE	71	7.9
CONCEPT DEVELOPMENT/GENERALIZATION	63	7.0
CONNECTED SPEECH/FLUENCY	59	6.6
JOB PREPARATION/SKILLS DEVELOPMENT	56	6.2
COMPOSITION	51	5.7
PROBLEM SOLVING/MATHEMATICS APPLICATION	49	5.4
INTERPERSONAL RELATIONS	47	5.2
UNDERSTANDING PHRASES AND SENTENCES	43	4.8
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	38	4.2
COMPUTATION	3[illegible]	4.0
UNDERSTANDING CONNECTED SPEECH	34	3.8
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	33	3.7
LISTENING SKILLS	32	3.6

652

651

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

		FREQ.	PCT
PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING: AVERAGE--STUDENT CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	900	46.6
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	2204	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	20	0.9
5 TO 8	306	13.9
9 TO 11	542	24.6
12 TO 14	542	24.6
15 TO 17	370	16.8
18 AND OVER	102	4.6
11 AND YOUNGER	96	4.4
12 AND OLDER	220	10.0
INVALID OR NO RESPONSE	6	0.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	49	2.2
PRIMARY, GRADES K-3	851	38.6
INTERMEDIATE, GRADES 4-6	573	26.0
JUNIOR HIGH, GRADES 7-9	204	9.3
HIGH SCHOOL, GRADES 10-12	212	9.6
INTERMEDIATE AND BELOW	143	6.5
JUNIOR AND SENIOR HIGH	167	7.6
INVALID OR NO RESPONSE	5	0.2

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NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

		FREQ.	PCT
PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING: AVERAGE--STUDENT CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	900	46.6
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	2204	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	103	4.7
3 TO 5	449	20.4
6 TO 10	806	36.6
11 TO 15	218	9.9
16 OR MORE	521	23.6
INVALID OR NO RESPONSE	107	4.9

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 17020 AND 26806 MIDPOINT 21913

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1403	63.7
WORKBOOKS, WORKTEXTS	1144	51.9
MAPS, CHARTS, PICTURES, FLASHCARDS	1073	48.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	959	43.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	829	37.6
FILMSTRIPS, SLIDES	786	35.7
MANIPULATIVE OBJECTS AND TOOLS	662	30.0
FILMS, FILMLOOPS	632	28.7
MAGAZINES, SPECIALIZED COMIC BOOKS	512	23.2
PRINT/SIGN LANGUAGE MATERIALS	479	21.7
PROGRAMMED, SELF-INSTR. MATERIALS	443	20.1
MODELS	397	18.0
SOUND FILMSTRIPS, SOUND SLIDES	302	13.7
VIDEOTAPES, CLOSED-CIRCUIT TV	262	11.9
CASSETTE AND REEL-TO-REEL TAPES	245	11.1
MULTIMEDIA KITS	224	10.2
AUDIO FLASH CARDS	194	8.8
RECORDS	170	7.7
COMPUTER-ASSISTED INSTR. MATERIALS	114	5.2

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1403	63.7
PROGRAMMED, SELF-INSTR. MATERIALS	1200	54.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1160	52.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1151	52.2
FILMSTRIPS, SLIDES	1060	48.1
MAGAZINES, SPECIALIZED COMIC BOOKS	1023	46.4
MULTIMEDIA KITS	982	44.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	976	44.3
FILMS, FILMLOOPS	960	43.6
MAPS, CHARTS, PICTURES, FLASHCARDS	906	41.1
PRINT/SIGN LANGUAGE MATERIALS	889	40.3
MANIPULATIVE OBJECTS AND TOOLS	765	34.7
VIDEOTAPES, CLOSED-CIRCUIT TV	722	32.8
COMPUTER-ASSISTED INSTR. MATERIALS	641	29.1
MODELS	584	26.5
SOUND FILMSTRIPS, SOUND SLIDES	564	25.6
AUDIO FLASH CARDS	493	22.4
CASSETTE AND REEL-TO-REEL TAPES	397	18.0
RECORDS	361	16.4

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:		FREQ.	PCT
AVERAGE--STUDENT CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	900	46.6
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	2204	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	939	42.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	323	14.7
AVAILABLE MATERIALS POOR IN QUALITY	275	12.5
AVAILABLE MATERIALS TOO COSTLY	258	11.7
INVALID OR NO RESPONSE	409	18.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1099	49.9
NOT ENOUGH REPETITION, REINFORCEMENT	997	45.2
INTEREST LEVEL INAPPROPRIATE	784	35.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	596	27.0
CONCEPT LEVEL INAPPROPRIATE	572	26.0
LANGUAGE LEVEL NOT UNIFORM	509	23.1
POOR SEQUENCING OF LEARNING COMPONENTS	408	18.5
NOT RELEVANT TO MY CURRICULUM	377	17.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	266	12.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	145	6.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	834	37.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	784	35.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	623	28.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	569	25.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	521	23.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	520	23.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	400	18.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	241	10.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	238	10.8
REQUIRES TOO MUCH TEACHER TRAINING	118	5.4
INADEQUATE TEACHER DIRECTIONS	115	5.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	563	25.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	286	13.0
POOR DURABILITY	184	8.3
POOR AUDIO QUALITY	99	4.5
DIFFICULT TO STORE/NOT PORTABLE	94	4.3
DIFFICULT TO OPERATE AND/OR USE	72	3.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	32	1.5
INADEQUATE HEALTH AND SAFETY FEATURES	18	0.8

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

		FREQ.	PCT
PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING: ABOVE AVERAGE--STUDENT USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS AND COMMUNICATIONS	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	121	6.3
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	251	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING COMPREHENSION	31	25.6
REASONING/DECISION MAKING SKILLS	13	10.7
READING VOCABULARY DEVELOPMENT	13	10.7
GRAMMAR	12	9.9
COMPOSITION	11	9.1
CONNECTED SPEECH/FLUENCY	10	8.3
APPROPRIATE SOCIAL BEHAVIOR	10	8.3
CONCEPT DEVELOPMENT/GENERALIZATION	8	6.6
SELF-ACCEPTANCE	8	6.6
INTERPERSONAL RELATIONS	8	6.6
LISTENING SKILLS	6	5.0
SPEECH READING	6	5.0
HISTORY	6	5.0
SELF-EXPRESSION	6	5.0
WORD ATTACK SKILLS	5	4.1
PROBLEM SOLVING/MATHEMATICS APPLICATION	5	4.1
LIFE SCIENCE (E.G., PLANTS, MAMMALS, INSECTS)	5	4.1
JOB PREPARATION/SKILLS DEVELOPMENT	5	4.1

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:		FREQ.	PCT
ABOVE AVERAGE--STUDENT USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS AND COMMUNICATIONS	RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	121	6.3
	TOTAL RESPONSES TO THIS LANGUAGE LEVEL	251	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	6	2.4
5 TO 8	36	14.3
9 TO 11	57	22.7
12 TO 14	51	20.3
15 TO 17	49	19.5
18 AND OVER	4	1.6
11 AND YOUNGER	14	5.6
12 AND OLDER	34	13.5
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	5	2.0
PRIMARY, GRADES K-3	74	29.5
INTERMEDIATE, GRADES 4-6	61	24.3
JUNIOR HIGH, GRADES 7-9	39	15.5
HIGH SCHOOL, GRADES 10-12	36	14.3
INTERMEDIATE AND BELOW	11	4.4
JUNIOR AND SENIOR HIGH	25	10.0
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:
ABOVE AVERAGE--STUDENT USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS AND COMMUNICATIONS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	121	6.3
TOTAL RESPONSES TO THIS LANGUAGE LEVEL	251	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	17	6.8
3 TO 5	56	22.3
6 TO 10	89	35.5
11 TO 15	28	11.2
16 OR MORE	54	21.5
INVALID OR NO RESPONSE	7	2.8

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 1891 AND 2974 MIDPOINT 2433

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	176	70.1
WORKBOOKS, WORKTEXTS	134	53.4
MAPS, CHARTS, PICTURES, FLASHCARDS	122	48.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	97	38.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	95	37.8
FILMSTRIPS, SLIDES	87	34.7
FILMS, FILMLOOPS	83	33.1
MANIPULATIVE OBJECTS AND TOOLS	72	28.7
MAGAZINES, SPECIALIZED COMIC BOOKS	53	21.1
MODELS	49	19.5
VIDEOTAPES, CLOSED-CIRCUIT TV	43	17.1
PRINT/SIGN LANGUAGE MATERIALS	39	15.5
PROGRAMMED, SELF-INSTR. MATERIALS	38	15.1
COMPUTER-ASSISTED INSTR. MATERIALS	29	11.6
MULTIMEDIA KITS	27	10.8
SOUND FILMSTRIPS, SOUND SLIDES	24	9.6
CASSETTE AND REEL-TO-REEL TAPES	22	8.8
AUDIO FLASH CARDS	21	8.4
RECORDS	15	6.0

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	143	57.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	142	56.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	133	53.0
PROGRAMMED, SELF-INSTR. MATERIALS	120	47.8
MAGAZINES, SPECIALIZED COMIC BOOKS	119	47.4
FILMS, FILMLOOPS	119	47.4
FILMSTRIPS, SLIDES	117	46.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	101	40.2
MULTIMEDIA KITS	98	39.0
MAPS, CHARTS, PICTURES, FLASHCARDS	84	33.5
PRINT/SIGN LANGUAGE MATERIALS	79	31.5
VIDEOTAPES, CLOSED-CIRCUIT TV	73	29.1
MANIPULATIVE OBJECTS AND TOOLS	65	25.9
COMPUTER-ASSISTED INSTR. MATERIALS	62	24.7
MODELS	59	23.5
AUDIO FLASH CARDS	54	21.5
SOUND FILMSTRIPS, SOUND SLIDES	53	21.1
CASSETTE AND REEL-TO-REEL TAPES	42	16.7
RECORDS	35	13.9

TEACHERS OF
DEAF
HARD OF HEARING

NATIONAL REPORT
1932 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED LEVEL OF LANGUAGE FUNCTIONING:
ABOVE AVERAGE--STUDENT USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS AND COMMUNICATIONS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS LANGUAGE LEVEL	121	6.3
TOTAL RESPONSES TO THIS LANGUAGE LEVEL	251	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	103	41.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	46	18.3
AVAILABLE MATERIALS POOR IN QUALITY	36	14.3
AVAILABLE MATERIALS TOO COSTLY	30	12.0
INVALID OR NO RESPONSE	36	14.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	116	46.2
NOT ENOUGH REPETITION, REINFORCEMENT	92	36.7
INTEREST LEVEL INAPPROPRIATE	88	35.1
CONCEPT LEVEL INAPPROPRIATE	67	26.7
LANGUAGE LEVEL NOT UNIFORM	63	25.1
NOT RELEVANT TO MY CURRICULUM	56	22.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	54	21.5
POOR SEQUENCING OF LEARNING COMPONENTS	44	17.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	24	9.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	9	3.6
USE		
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	95	37.8
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	78	31.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	64	25.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	61	24.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	55	21.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	46	18.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	43	17.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	27	10.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	20	8.0
REQUIRES TOO MUCH TEACHER TRAINING	11	4.4
INADEQUATE TEACHER DIRECTIONS	10	4.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	52	20.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	35	13.9
POOR DURABILITY	15	6.0
POOR AUDIO QUALITY	10	4.0
DIFFICULT TO OPERATE AND/OR USE	5	2.0
DIFFICULT TO STORE/NOT PORTABLE	4	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	4	1.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	0.8

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION K. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (L), "PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE THAT HE IS EMPLOYED BY EITHER THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT EITHER A REGULAR SCHOOL OR A NONRESIDENTIAL SPECIAL EDUCATION SCHOOL (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF
DEAF
HARD OF HEARING

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
845 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION
IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	36	4.3	127	15.0	156	18.5
BACHELOR'S DEGREE	218	25.8	196	23.2	104	12.3
WORK BEYOND THE B.A.	210	24.9	157	18.6	46	5.4
MASTER'S DEGREE	195	23.1	61	7.2	10	1.2
WORK BEYOND THE M.A.	132	15.6	56	6.6	16	1.9
PH.D., ED.D.	1	0.1	0	0.0	0	0.0
NONE	5	0.6	44	5.2	159	18.8
INVALID OR NO RESPONSE	48	5.7	204	24.1	354	41.9

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE
IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	72	8.5	139	16.4
1 TO 3 YEARS	279	33.0	117	13.8
4 TO 7 YEARS	264	31.2	47	5.6
8 TO 15 YEARS	170	20.1	31	3.7
16 OR MORE YEARS	54	6.4	12	1.4
NONE	3	0.4	181	21.4
INVALID OR NO RESPONSE	3	0.4	318	37.6

TEACHERS OF
DEAF
HARD OF HEARING

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
845 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- ALL SUBJECTS	406	48.0
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	124	14.7
ITINERANT TEACHER	93	11.0
RESOURCE ROOM TEACHER	88	10.4
CLINICIAN/THERAPIST/PATHOLOGIST	44	5.2
REGULAR CLASSROOM TEACHER	25	3.0
ITINERANT RESOURCE PERSON	16	1.9
DIAGNOSTIC/PRESCRIPTIVE TEACHER	6	0.7
MEDIA SPECIALIST OR LIBRARIAN	1	0.1
HOME/HOSPITAL-BOUND TEACHER	0	0.0
OTHER	34	4.0
INVALID OR NO RESPONSE	8	0.9

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
5 TO 9	423	50.1
10 TO 19	209	24.7
4 OR FEWER	75	8.9
40 OR MORE	56	6.6
20 TO 29	55	6.5
30 TO 39	25	3.0
INVALID OR NO RESPONSE	2	0.2

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	518	61.3
WITH INDIVIDUAL STUDENTS	268	31.7
WITH LARGER GROUPS (7 OR MORE STUDENTS)	51	6.0
INVALID OR NO RESPONSE	8	0.9

TEACHERS OF
DEAF
HARD OF HEARING

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
845 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
5 TO 8	154	18.2
ALL AGES	146	17.3
12 TO 14	143	16.9
9 TO 11	142	16.8
15 TO 17	72	8.5
11 AND YOUNGER	65	7.7
4 AND YOUNGER	51	6.0
12 AND OLDER	46	5.4
18 AND OLDER	20	2.4
INVALID OR NO RESPONSE	6	0.7

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	777	92.0
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	68	8.0
PRIVATE OR NONPUBLIC AGENCY	0	0.0
OTHER AGENCY	0	0.0
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	689	81.5
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	156	18.5
SPECIAL EDUCATION RESIDENTIAL SCHOOL	0	0.0
DEVELOPMENTAL CENTER	0	0.0
CLINIC OR REHABILITATION AGENCY	0	0.0
HOSPITAL	0	0.0
OTHER FACILITY	0	0.0
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
DEAF
HARD OF HEARING

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
845 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
250 TO 499	255	30.2
500 TO 999	173	20.5
100 TO 249	154	18.2
1,000 OR MORE	118	14.0
LESS THAN 100	70	8.3
NOT APPLICABLE	72	8.5
INVALID OR NO RESPONSE	3	0.4

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
LARGE CITY (500,000 OR LARGER)	196	23.2
SMALL CITY (25,000 -- 100,000)	175	20.7
MEDIUM-SIZE CITY (100,000 -- 500,000)	168	19.9
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	123	14.6
TOWN (25,000 OR UNDER)	102	12.1
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	46	5.4
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	33	3.9
INVALID OR NO RESPONSE	2	0.2

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION L. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

SUBSECTION L PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION K.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND LEVEL OF LANGUAGE FUNCTIONING) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF
DEAF
HARD OF HEARING

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
845 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
READING COMPREHENSION	296	35.0
READING VOCABULARY DEVELOPMENT	154	18.2
PRODUCTION OF PHRASES, SENTENCES	149	17.6
REASONING/DECISION MAKING SKILLS	114	13.5
CONCEPT DEVELOPMENT/GENERALIZATION	108	12.8
APPROPRIATE SOCIAL BEHAVIOR	90	10.7
SELF-ACCEPTANCE	89	10.5
UNDERSTANDING PHRASES AND SENTENCES	84	9.9
CONNECTED SPEECH/FLUENCY	75	8.9
GRAMMAR	70	8.3
SIGN LANGUAGE	59	7.0
UNDERSTANDING CONNECTED SPEECH	57	6.7
SPEECH READING	55	6.5
INTERPERSONAL RELATIONS	53	6.3
COMPOSITION	50	5.9
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	47	5.6
AUDITORY COMPREHENSION	46	5.4
LISTENING SKILLS	45	5.3
JOB PREPARATION/SKILLS DEVELOPMENT	45	5.3
SELF-EXPRESSION	39	4.6
ATTENDING/RESPONDING	35	4.1

TEACHERS OF
DEAF
HARD OF HEARING

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
845 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2487	98.1
TOTAL NUMBER OF RESPONSES POSSIBLE	2535	

CHRONOLOGICAL AGE DISTRIBUTION

	FREQ.	PCT
4 OR UNDER	182	7.3
5 TO 8	523	21.0
9 TO 11	597	24.0
12 TO 14	508	20.4
15 TO 17	287	11.5
18 AND OVER	45	1.8
11 AND YOUNGER	148	6.0
12 AND OLDER	178	7.2
INVALID OR NO RESPONSE	19	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL

	FREQ.	PCT
INFANT, AGE 2 AND UNDER	51	2.1
PRE-SCHOOL, AGES 3-4	246	9.9
PRIMARY, GRADES K-3	1086	43.7
INTERMEDIATE, GRADES 4-6	509	20.5
JUNIOR HIGH, GRADES 7-9	192	7.7
HIGH SCHOOL, GRADES 10-12	135	5.4
INTERMEDIATE AND BELOW	159	6.4
JUNIOR AND SENIOR HIGH	95	3.8
INVALID OR NO RESPONSE	14	0.6

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING

	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	1284	51.6
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	990	39.8
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	109	4.4
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	86	3.5
INVALID OR NO RESPONSE	18	0.7

TEACHERS OF
DEAF
HARD OF HEARING

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
845 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2487	98.1
TOTAL NUMBER OF RESPONSES POSSIBLE	2535	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	252	10.1
3 TO 5	763	30.7
6 TO 10	921	37.0
11 TO 15	252	10.1
16 OR MORE	224	9.0
INVALID OR NO RESPONSE	75	3.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 14423 AND 22909 MIDPOINT 18666

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1456	58.5
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1214	48.8
MAPS, CHARTS, PICTURES, FLASHCARDS	1209	48.6
WORKBOOKS, WORKTEXTS	1198	48.2
MANIPULATIVE OBJECTS AND TOOLS	867	34.9
FILMSTRIPS, SLIDES	731	29.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	670	26.9
PRINT/SIGN LANGUAGE MATERIALS	553	22.2
FILMS, FILMLOOPS	552	22.2
MAGAZINES, SPECIALIZED COMIC BOOKS	510	20.5
PROGRAMMED, SELF-INSTR. MATERIALS	481	19.3
MODELS	421	16.9
CASSETTE AND REEL-TO-REEL TAPES	380	15.3
RECORDS	311	12.5
SOUND FILMSTRIPS, SOUND SLIDES	306	12.3
MULTIMEDIA KITS	277	11.1
AUDIO FLASH CARDS	265	10.7
VIDEOTAPES, CLOSED-CIRCUIT TV	168	6.8
COMPUTER-ASSISTED INSTR. MATERIALS	78	3.1

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1545	62.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1279	51.4
PROGRAMMED, SELF-INSTR. MATERIALS	1254	50.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1150	46.2
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1138	45.8
FILMSTRIPS, SLIDES	1069	43.0
MAGAZINES, SPECIALIZED COMIC BOOKS	1065	42.8
MULTIMEDIA KITS	1007	40.5
FILMS, FILMLOOPS	1004	40.4
MAPS, CHARTS, PICTURES, FLASHCARDS	947	38.1
PRINT/SIGN LANGUAGE MATERIALS	921	37.0
MANIPULATIVE OBJECTS AND TOOLS	834	33.5
VIDEOTAPES, CLOSED-CIRCUIT TV	717	28.8
SOUND FILMSTRIPS, SOUND SLIDES	662	26.6
MODELS	606	24.4
COMPUTER-ASSISTED INSTR. MATERIALS	606	24.4
AUDIO FLASH CARDS	582	23.4
CASSETTE AND REEL-TO-REEL TAPES	472	19.0
RECORDS	442	17.[illegible]

TEACHERS OF
DEAF
HARD OF HEARING

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
845 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2487	98.1
TOTAL NUMBER OF RESPONSES POSSIBLE	2535	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	989	39.8
AVAILABLE MATERIALS POOR IN QUALITY	384	15.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	381	15.3
AVAILABLE MATERIALS TOO COSTLY	336	13.5
INVALID OR NO RESPONSE	397	16.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1223	49.2
NOT ENOUGH REPETITION, REINFORCEMENT	1157	46.5
INTEREST LEVEL INAPPROPRIATE	834	33.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	674	27.1
CONCEPT LEVEL INAPPROPRIATE	662	26.6
LANGUAGE LEVEL NOT UNIFORM	616	24.8
POOR SEQUENCING OF LEARNING COMPONENTS	495	19.9
NOT RELEVANT TO MY CURRICULUM	436	17.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	349	14.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	119	4.8
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	934	37.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	847	34.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	699	28.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	672	27.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	605	24.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	580	23.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	573	23.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	322	12.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	251	10.1
INADEQUATE TEACHER DIRECTIONS	135	5.4
REQUIRES TOO MUCH TEACHER TRAINING	113	4.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	677	27.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	324	13.0
POOR DURABILITY	280	11.3
POOR AUDIO QUALITY	177	7.1
DIFFICULT TO STORE/NOT PORTABLE	137	5.5
DIFFICULT TO OPERATE AND/OR USE	94	3.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	26	1.0
INADEQUATE HEALTH AND SAFETY FEATURES	18	0.7

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION M. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (N), "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE EITHER

(1) THAT HE IS EMPLOYED BY THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT A SPECIAL EDUCATION RESIDENTIAL SCHOOL, DEVELOPMENTAL CENTER, CLINIC OR REHABILITATION AGENCY, HOSPITAL, OR OTHER FACILITY (QUESTION 9),

OR (2) THAT HE IS EMPLOYED BY A PRIVATE OR NONPUBLIC AGENCY OR OTHER AGENCY (QUESTION 8) REGARDLESS OF THE TYPE OF FACILITY IN WHICH HE WORKS (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF
DEAF
HARD OF HEARING

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1033 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION
IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	71	6.9	124	12.0	186	18.0
BACHELOR'S DEGREE	201	19.5	220	21.3	121	11.7
WORK BEYOND THE B.A.	214	20.7	176	17.0	63	6.1
MASTER'S DEGREE	286	27.7	108	10.5	28	2.7
WORK BEYOND THE M.A.	175	16.9	83	8.0	20	1.9
PH.D., ED.D.	2	0.2	1	0.1	0	0.0
NONE	10	1.0	53	5.1	140	13.6
INVALID OR NO RESPONSE	74	7.2	268	25.9	475	46.0

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE
IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	67	6.5	153	14.8
1 TO 3 YEARS	227	22.0	144	13.9
4 TO 7 YEARS	307	29.7	72	7.0
8 TO 15 YEARS	258	25.0	45	4.4
16 OR MORE YEARS	170	16.5	17	1.6
NONE	1	0.1	228	22.1
INVALID OR NO RESPONSE	3	0.3	374	36.2

TEACHERS OF
DEAF
HARD OF HEARING

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1033 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	320	31.0
SPECIAL CLASS TEACHER -- ALL SUBJECTS	285	27.6
REGULAR CLASSROOM TEACHER	267	25.8
CLINICIAN/THERAPIST/PATHOLOGIST	28	2.7
ITINERANT TEACHER	24	2.3
RESOURCE ROOM TEACHER	14	1.4
DIAGNOSTIC/PRESCRIPTIVE TEACHER	11	1.1
HOME/HOSPITAL-BOUND TEACHER	6	0.6
MEDIA SPECIALIST OR LIBRARIAN	5	0.5
ITINERANT RESOURCE PERSON	2	0.2
OTHER	58	5.6
INVALID OR NO RESPONSE	13	1.3

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
5 TO 9	347	33.6
40 OR MORE	229	22.2
10 TO 19	174	16.8
30 TO 39	122	11.8
20 TO 29	110	10.6
4 OR FEWER	45	4.4
INVALID OR NO RESPONSE	6	0.6

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	536	51.9
WITH LARGER GROUPS (7 OR MORE STUDENTS)	270	26.1
WITH INDIVIDUAL STUDENTS	209	20.2
INVALID OR NO RESPONSE	18	1.7

TEACHERS OF
DEAF
HARD OF HEARING

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1033 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
12 TO 14	221	21.4
15 TO 17	181	17.5
9 TO 11	163	15.8
12 AND OLDER	133	12.9
5 TO 8	123	11.9
ALL AGES	82	7.9
4 AND YOUNGER	45	4.4
18 AND OLDER	43	4.2
11 AND YOUNGER	29	2.8
INVALID OR NO RESPONSE	13	1.3

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	588	56.9
PRIVATE OR NONPUBLIC AGENCY	161	15.6
LOCAL PUBLIC SCHOOL DISTRICT	76	7.4
OTHER AGENCY	208	20.1
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SPECIAL EDUCATION RESIDENTIAL SCHOOL	868	84.0
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	47	4.5
REGULAR SCHOOL	46	4.5
CLINIC OR REHABILITATION AGENCY	6	0.6
HOSPITAL	6	0.6
DEVELOPMENTAL CENTER	5	0.5
OTHER FACILITY	54	5.2
INVALID OR NO RESPONSE	1	0.1

TEACHERS OF
DEAF
HARD OF HEARING

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1033 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
250 TO 499	451	43.7
100 TO 249	304	29.4
500 TO 999	159	15.4
LESS THAN 100	70	6.8
1,000 OR MORE	17	1.6
NOT APPLICABLE	27	2.6
INVALID OR NO RESPONSE	5	0.5

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
MEDIUM-SIZE CITY (100,000 -- 500,000)	299	28.9
SMALL CITY (25,000 -- 100,000)	260	25.2
TOWN (25,000 OR UNDER)	231	22.4
LARGE CITY (500,000 OR LARGER)	130	12.6
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	63	6.1
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	30	2.9
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	14	1.4
INVALID OR NO RESPONSE	6	0.6

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 2: TEACHERS OF THE DEAF AND HARD OF HEARING

SUBSECTION N. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

SUBSECTION N PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION M.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND LEVEL OF LANGUAGE FUNCTIONING) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF
DEAF
HARD OF HEARING

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1033 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING COMPREHENSION	293	28.4
READING VOCABULARY DEVELOPMENT	133	12.9
APPROPRIATE SOCIAL BEHAVIOR	129	12.5
REASONING/DECISION MAKING SKILLS	113	10.9
CONCEPT DEVELOPMENT/GENERALIZATION	107	10.4
GRAMMAR	102	9.9
PRODUCTION OF PHRASES, SENTENCES	98	9.5
JOB PREPARATION/SKILLS DEVELOPMENT	83	8.0
SIGN LANGUAGE	73	7.1
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	73	7.1
SELF-ACCEPTANCE	70	6.8
UNDERSTANDING PHRASES AND SENTENCES	68	6.6
COMPOSITION	62	6.0
ATTENDING/RESPONDING	58	5.6
PROBLEM SOLVING/MATHEMATICS APPLICATION	56	5.4
CONNECTED SPEECH/FLUENCY	44	4.3
LIFE SCIENCE (E.G., PLANTS, MAMMALS, INSECTS)	44	4.3
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	44	4.3
INTERPERSONAL RELATIONS	43	4.2
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	42	4.1
COMPUTATION	41	4.0

TEACHERS OF
DEAF
HARD OF HEARING

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1033 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2997	96.7
TOTAL NUMBER OF RESPONSES POSSIBLE	3099	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	140	4.7
5 TO 8	420	14.0
9 TO 11	586	19.6
12 TO 14	720	24.0
15 TO 17	562	18.8
18 AND OVER	160	5.3
11 AND YOUNGER	80	2.7
12 AND OLDER	306	10.2
INVALID OR NO RESPONSE	23	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	69	2.3
PRE-SCHOOL, AGES 3-4	251	8.4
PRIMARY, GRADES K-3	1230	41.0
INTERMEDIATE, GRADES 4-6	536	17.9
JUNIOR HIGH, GRADES 7-9	264	8.8
HIGH SCHOOL, GRADES 10-12	300	10.0
INTERMEDIATE AND BELOW	139	4.6
JUNIOR AND SENIOR HIGH	182	6.1
INVALID OR NO RESPONSE	26	0.9

DISTRIBUTION OF LEVEL OF LANGUAGE FUNCTIONING	FREQ.	PCT
BELOW AVERAGE: LOW LANGUAGE LEVEL--CANNOT RELY WHOLLY ON SYMBOL SYSTEM	1463	48.8
AVERAGE: CAN USE LANGUAGE FOR COPING SKILLS AND COMMUNICATIONS	1191	39.7
ABOVE AVERAGE: USES LANGUAGE FOR KNOWLEDGE ACQUISITION BEYOND COPING SKILLS	157	5.2
NONE: DOES NOT HAVE A USABLE SYMBOL SYSTEM	146	4.9
INVALID OR NO RESPONSE	40	1.3

TEACHERS OF
DEAF
HARD OF HEARING

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1033 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2997	96.7
TOTAL NUMBER OF RESPONSES POSSIBLE	3099	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	83	2.8
3 TO 5	453	15.1
6 TO 10	1062	35.4
11 TO 15	306	10.2
16 OR MORE	921	30.7
INVALID OR NO RESPONSE	172	5.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 25916 AND 40666 MIDPOINT 33291

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1742	58.1
MAPS, CHARTS, PICTURES, FLASHCARDS	1518	50.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1366	45.6
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1344	44.8
WORKBOOKS, WORKTEXTS	1307	43.6
FILMSTRIPS, SLIDES	1219	40.7
FILMS, FILMLOOPS	1032	34.4
MANIPULATIVE OBJECTS AND TOOLS	1028	34.3
PRINT/SIGN LANGUAGE MATERIALS	821	27.4
MAGAZINES, SPECIALIZED COMIC BOOKS	657	21.9
MODELS	580	19.4
PROGRAMMED, SELF-INSTR. MATERIALS	563	18.8
VIDEOTAPES, CLOSED-CIRCUIT TV	493	16.4
SOUND FILMSTRIPS, SOUND SLIDES	359	12.0
MULTIMEDIA KITS	283	9.4
RECORDS	231	7.7
AUDIO FLASH CARDS	227	7.6
COMPUTER-ASSISTED INSTR. MATERIALS	206	6.9
CASSETTE AND REEL-TO-REEL TAPES	178	5.9

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1836	61.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1644	54.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1618	54.0
PROGRAMMED, SELF-INSTR. MATERIALS	1604	53.5
FILMSTRIPS, SLIDES	1493	49.8
PRINT/SIGN LANGUAGE MATERIALS	1491	49.7
GAMES, TOYS, PUZZLES, FLANNELBRD MTRLS	1486	49.6
FILMS, FILMLOOPS	1361	45.4
MULTIMEDIA KITS	1349	45.0
MAGAZINES, SPECIALIZED COMIC BOOKS	1336	44.6
MAPS, CHARTS, PICTURES, FLASHCARDS	1331	44.4
MANIPULATIVE OBJECTS AND TOOLS	1183	39.5
VIDEOTAPES, CLOSED-CIRCUIT TV	1035	34.5
COMPUTER-ASSISTED INSTR. MATERIALS	898	30.0
MODELS	879	29.3
SOUND FILMSTRIPS, SOUND SLIDES	644	21.5
AUDIO FLASH CARDS	594	19.8
RECORDS	460	15.3
CASSETTE AND REEL-TO-REEL TAPES	443	14.8

TEACHERS OF
DEAF
HARD OF HEARING

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1033 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2997	96.7
TOTAL NUMBER OF RESPONSES POSSIBLE	3099	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1301	43.4
AVAILABLE MATERIALS POOR IN QUALITY	410	13.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	408	13.6
AVAILABLE MATERIALS TOO COSTLY	273	9.1
INVALID OR NO RESPONSE	605	20.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1633	54.5
NOT ENOUGH REPETITION, REINFORCEMENT	1349	45.0
INTEREST LEVEL INAPPROPRIATE	1131	37.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	891	29.7
CONCEPT LEVEL INAPPROPRIATE	883	29.5
LANGUAGE LEVEL NOT UNIFORM	649	21.7
NOT RELEVANT TO MY CURRICULUM	620	20.7
POOR SEQUENCING OF LEARNING COMPONENTS	530	17.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	388	12.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	187	6.2
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	1257	41.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	1042	34.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	899	30.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	861	28.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	705	23.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	646	21.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	515	17.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	379	12.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	373	12.4
REQUIRES TOO MUCH TEACHER TRAINING	184	6.1
INADEQUATE TEACHER DIRECTIONS	181	6.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	811	27.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	447	14.9
POOR DURABILITY	277	9.2
POOR AUDIO QUALITY	113	3.8
DIFFICULT TO STORE/NOT PORTABLE	104	3.5
DIFFICULT TO OPERATE AND/OR USE	103	3.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	66	2.2
INADEQUATE HEALTH AND SAFETY FEATURES	41	1.4